

2007

La Salle University Undergraduate Catalog 2007-2008

La Salle University

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UNDERGRADUATE CATALOG
2007 – 2008



Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

NONDISCRIMINATION POLICY

La Salle University does not discriminate against any applicant because of race, color, religion, sex, age, national origin, sexual orientation, marital status, or handicap or disability. Admission is based upon an applicant's qualifications and ability to meet the established requirements for admission and for specific programs. This commitment extends to participation in all educational programs and activities of the University.

ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

La Salle is also accredited by:

AACSB International (The Association to Advance Collegiate Schools of Business)
777 South Harbor Island Boulevard, Suite 750,
Tampa, FL 33602-5730
813.769.6500
Fax: 813.769.6559

License to Conduct Continuing Professional Education for Certified Public Accountants
License Number PX177359
Commonwealth of Pennsylvania
Department of State
Bureau of Professional and Occupational Affairs
P.O. Box 2649
Harrisburg, PA 17105-2649
Initial License: September 9, 2003
Expiration Date: December 31, 2007

Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126
717.787.5041

Regents of the University of the State of New York
Albany, NY 12234
518.474.5844

American Association of Colleges for Teacher Education
One Dupont Circle, NW, Suite 610,
Washington, D.C. 20036
202.293.2450

American Chemical Society
1155 16th Street, NW,
Washington, D.C. 20036
202.872.4589

The Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle, NW, Suite 530,
Washington, D.C. 20036
202.887.6791

Pennsylvania State Board of Law Examiners
5035 Ritter Road, Suite 1100,
Mechanicsburg, PA 17055
717.795.7270

Council on Social Work Education
1600 Duke Street,
Alexandria, VA 22314
703.683.8080

Council on Academic Accreditation in Audiology (CAA) and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike,
Rockville, Maryland 20852
301.897.5700

American Psychological Association
750 First Street, NE,
Washington, D.C. 20002-4242
800.374.2721

The Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040 (La Salle University's Didactic Program in Nutrition is currently granted approval and the Coordinated Program in Dietetics is currently granted developmental accreditation.)

The Council on Accreditation of Nurse Anesthesia Educational Programs accredited the Frank J. Tornetta School of Anesthesia at Montgomery Hospital/La Salle University Nurse Anesthesia Program.

The Wound, Ostomy, and Continence Nurses Society's Board of Directors accredited the Wound, Ostomy, and Continence Nursing Education Program.

The Commonwealth of Pennsylvania, Department of Education, Bureau of Teacher Preparation and Certification approved the School Nurse Certificate and the Certificate for Speech and Language Disabilities.

Member of: American Council on Education, Association of American Colleges and Universities, National Collegiate Honors Council, AACSB International (The Association to Advance Collegiate Schools of Business), College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Adminis-

trators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the act, each institution must inform each student of his or her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: name, address, dates of attendance, class, major field of study, and degree(s) conferred (including degrees).

Under the provisions of the Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1 in the fall semester and February 15 in the spring semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the James Clery Act and the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for the most recent three years, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Safety and Security, La Salle University, Philadelphia, PA 19141 or can be accessed at www.lasalle.edu/admin/businessaffairs/security/securityandsafety.pdf.

To comply with Federal Consumer Information Regulations, La Salle makes available upon request a report on job placement statistics and graduation rates. A copy of the 2002 report may be requested in writing from the Vice President for Enrollment Services, La Salle University, Philadelphia, PA 19141.

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This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (08/2006). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at www.lasalle.edu/academ/descrip.htm.

LA SALLE UNIVERSITY

La Salle University is an independent, coeducational university founded in 1863 by the Christian Brothers, a Catholic order dedicated to teaching and career preparation. The University is committed to academic excellence and individualized attention in a values-based, inter-faith educational community.

La Salle University, dedicated in the traditions of the Christian Brothers to excellence in teaching and to concern for both ultimate values and for the individual values of its students, is a private Roman Catholic university committed to providing a liberal education of both general and specialized studies.

As a Catholic university, La Salle strives to offer, through effective teaching, quality education founded on the idea that one's intellectual and spiritual development go hand in hand, complementing and fulfilling each other. The University has as its basic purpose the free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity. The programs of the University also aim to prepare students for informed service and progressive leadership in their communities as well as fulfilling the immediate and final goals of their lives.

As a Christian Brothers university, La Salle continues in the Catholic traditions of the innovative educator John Baptist de La Salle, who founded the order. The University engages in programs in which students' personal, social, and religious values may take root and in which students may grow in mature attitudes and behavior in all human relationships. The University strives to foster an environment of faith, which produces a reciprocal respect among all persons in the community, and to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice.

As an undergraduate institution, La Salle is committed to a liberal arts education that assists students in liberating themselves from narrow interests, prejudices, and perspectives and in learning to observe reality with precision, to judge events and opinions critically and independently, to think logically, to communicate effectively, and to sharpen aesthetic perception. Students are encouraged to seek wisdom; that is, to grasp those basic principles that can give order to particular facts. The University urges students to confront the ultimate questions of human experience: Who am I? Where does my destiny lie? How am I to reach it?

La Salle goes well beyond simply preparing students for meaningful careers and success in graduate studies. The University provides graduates with the skills they need to have a positive impact on the social, political, professional, and moral challenges of contemporary society.

ADMISSION

La Salle University offers an environment featuring small class sizes, numerous exciting academic and non-academic opportunities, the thrill and potential of the City of Philadelphia, exceptional faculty, and the expectation that students will become involved in community service. La Salle actively seeks students who will take advantage of these many opportunities to use their years at La Salle to prepare for successful careers and rewarding lives.

Based on questions asked of the admission staff by students, parents, and guidance counselors, there seems to be a pervasive belief that the results of the Scholastic Aptitude Test (SAT) is the major factor used by college admission offices in determining the admissibility of a student. This is a myth. While the SAT is considered, maturity, special talents, participation in extracurricular activities or employment, and, of course, results of previous academic work can, and do, outweigh the SAT in terms of importance within the context of a student's application.

Any motivated student seeking an exciting, academically challenging college experience is invited to consider La Salle University.

CAMPUS VISITS

Reading about La Salle is great, but the best way for you to learn what La Salle has to offer is to experience it for yourself with a campus visit. We offer a variety of visit options so that you can pick one with which you are comfortable and that fits into your schedule. If you contact the Admission Office, we can give you the dates and details of all of these visit options:

Campus Tour and Interview

Take a small, student-led, group tour of La Salle's campus and receive a personal interview from an Admission Counselor. Tour and interview combinations are planned hourly, Monday through Friday, from 9 a.m. to 2 p.m. Please call to set an appointment.

Group Information Session

Every weekday at 10 a.m., the Admission Office runs a larger group tour and informational session for all those interested. No appointment is necessary.

Open House

These all-day events go beyond a simple tour. They include special programs on admission, financial aid, athletics, the Honors Program, career services, and student life, as well as lunch. Representatives from all of La Salle's academic departments are on hand to answer questions.

Saturday Visit Programs

These half-day events include presentations on admission and financial aid and a talk from a member of La Salle's faculty or student body. After you tour the campus, you will also be treated to lunch.

Departmental Workshops

Several of La Salle's academic departments, including Biology, Business, Communication, Environmental Science, and ISBT, offer special full-day workshops focused on each area of study. For students interested in these specific areas, there is no greater day to visit La Salle.

After a student is accepted to La Salle, he or she can also spend a day in class with a current La Salle student, and possibly spend the night before in our dorms.

APPLYING FOR ADMISSION

Students can apply to La Salle anytime after completing their junior year of secondary (high) school, as long as they fulfill the admission requirements listed in the next section. Only complete applications will be reviewed by the Committee on Admission. A complete application includes all of these pieces:

1. A completed application form
 - La Salle also accepts the Common Application
2. An application essay or personal statement
 - Topics are provided in the application
3. An official transcript of three-year high school scholastic records

4. An academic letter of recommendation from a teacher, counselor, or school administrator
5. Official results of the College Board Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT)
6. \$35 application fee
 - This fee can be waived if applying online at www.lasalle.edu

La Salle reviews completed applications on a rolling basis. However, if a complete application is submitted by November 15, a decision is guaranteed by December 15 through our non-binding Early Action Program.

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and evidence of superior academic achievement. All students who are accepted must graduate from high school with creditable grades, attendance, and disciplinary records.

If accepted, a student is asked to submit a \$200 deposit to hold a place in the academic class by May 1, the Uniform Candidate's Reply Date. Resident students must submit an additional \$200, \$400 total, to hold their place in the residence halls. The deposits are non-refundable and will be applied to first-semester expenses.

All accepted students are also required to have a record of their medical history on file in the Student Health Center prior to attendance at the University.

ADMISSION REQUIREMENTS

HIGH SCHOOL UNITS

A student's final high school record should show successful completion of at least 16 units of high school work, including the following:

English	4 units
Mathematics	3 units that must include at least 2 years of algebra
Foreign Language	2 units that must be of the same language
History	1 unit
Natural Sciences	1 unit
Total	11 units

The remaining five units may be distributed as follows:

Applicants for the Liberal Arts program

- Five other academic units

Applicants for the Science, Mathematics, or Computer Science programs

- Five other academic units
- An additional one-half unit in mathematics

Applicants for the School of Business Administration

- Five other academic or commercial units, excluding typing

Applicants for the School of Nursing

- Five other academic units
- Two units must be a science with a related laboratory component, or the equivalent

STANDARDIZED TESTS

As previously stated, all students must take and submit scores for either the SAT or the ACT. SAT scores cannot be submitted later than January of the senior year, and ACT scores no later than February of the senior year. Arrangements can be made to sit for these tests through your high school counselor, or by writing six weeks prior to the test date to either:

SAT

The Educational Testing Service
Box 592
Princeton, NJ 08540
or
Box 1025
Berkeley, CA 94701

ACT

The American College Testing Program
Box 451
Iowa City, IA 52240

La Salle University's identification numbers are:

SAT / CEEB: 2363
ACT: 3608

SAT II SUBJECT TESTS

SAT II subject tests are not required for admission. These tests are recommended only to students who:

1. Wish to apply for a waiver of the freshman composition requirement
2. Desire immediate placement in a calculus course
3. Plan to continue the study of a foreign language after completion of at least two years of that language in secondary school

ADVANCED PLACEMENT (AP)

La Salle University participates, and looks very favorably upon, the Advanced Placement Program of the College Entrance Examination Board. As such, the University will give college credit to students who perform satisfactorily on the AP examination. Students must score four or five

on any AP history exam or score three or above on any other AP exam to be considered to receive course credit at La Salle. Ultimately, the decision to bestow credit for performance in AP courses/examinations lies with the academic dean and the department head of the test subject.

La Salle University also participates in the College-Level Examination Program of the CEEB. Students who wish to be considered for advanced credit through this program should write for information to:

The College-Level Examination Program
Educational Testing Service
Box 977
Princeton, NJ 08540

INTERNATIONAL STUDENT ADMISSION

The name La Salle is recognized throughout the world. That is just one reason why the world comes to La Salle. La Salle welcomes international students, those individuals who are not United States citizens or permanent residents, to apply as freshmen and transfer students. Applying to La Salle as an international student is similar to applying as a domestic student. International applicants must submit all of the same materials, but must also include the following:

1. Official Test of English as a Foreign Language (TOEFL) scores
 - Scores must be at least 175 on the computer-based test, or 500 on the paper-based test
 - Essay rating must be 4.0 or above
2. Certificate of Financial Responsibility and accompanying bank verification
3. Official national exam results (where applicable)

All documents submitted by international students must be official; no photocopies will be accepted under any circumstances. International applicants are not required to take the SAT, but taking the SAT is recommended as it can qualify students to receive scholarship money. No need-based financial aid is available to international students.

International students can look forward to attending an excellent school where small class sizes provide endless personal attention, while the big city offers not only excitement, but also the chance to connect with others from their homeland.

TRANSFER STUDENTS

La Salle University welcomes transfer students to apply and enroll during any of our terms, Fall, Spring, or Summer. Any student who has attended a college or university after completing secondary school is considered a transfer student. La Salle understands that transfer students have unique needs that must be met in order to make the transition as smooth as possible. To be considered for admission, a student transferring fewer than 30 credits must submit an official college transcript in addition to all of the same materials as a freshman candidate, unless given a special waiver by La Salle's Transfer Coordinator. Students transferring 30 credits or more do not need to submit high school transcripts or SAT/ACT scores. All materials should be received by the Admission Office at least 30 days prior to the start of the academic term for which the student is applying.

La Salle's academics, campus, and easy access to the city are all important, but perhaps the most important consideration of a transfer student is that of transfer credit. To be considered as a qualified applicant, a transfer student must have a minimum cumulative grade point average (G.P.A.) of 2.5 on a 4.0 scale, but a 2.7 or higher is preferred. Students interested in the Nurs-

ing Program are required to have at least a 3.0 cumulative G.P.A., as well as a 3.0 Science (Anatomy and Physiology I & II, Microbiology, and Chemistry) G.P.A. Individually, credit for courses will be given if the course has a quality point value equivalent to or above the La Salle "C" grade (2.00). Seventy credits is the maximum allowable amount to transfer into La Salle. Furthermore, transfer students may be required to make up certain courses that belong to the sequence required in the program of studies for which they are applying. Business students may be required to validate selected transfer business courses before credit can be given.

While transfer credit is one major factor affecting transfer students, another is the availability of scholarship money. Transfer scholarships are available and are based on primarily college G.P.A. and the number of transferable credits. To be considered for a transfer scholarship, students must have a minimum G.P.A. of 3.2. All students who have been accepted by April 1 are given scholarship consideration with no additional application necessary. Transfer scholarships are renewable provided certain academic criteria are met.

ACADEMIC DISCOVERY PROGRAM (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a special program that provides free support services for students whose records indicate that they could benefit from extra academic assistance and who meet certain criteria for financial need. ADP helps students to develop good study habits, establish clear career goals, and compete successfully in an accelerated academic setting. Students who are selected to participate in ADP must attend a free pre-college summer program involving courses in mathematics, composition, study skills, and critical thinking before the start of their freshmen year. During the academic year, students take courses from the standard La Salle University curriculum, but they are assigned counselors, tutors, and an academic advisor to support the students in their efforts. As much as possible, each student's program is tailored to his or her individual needs. To obtain application materials, please contact the Admission Office at 215.951.1500. For further information specific to ADP, call the ADP office at 215.951.1084.

ADMISSION FOR VETERANS

All veterans coming directly from the service, with proof of a high school diploma or its equivalent, are eligible to enroll in La Salle University. For answers to specific questions, veterans may contact the Registrar's Office at 215.951.1020.

RE-ADMISSION

Students who have previously attended La Salle and wish to return to continue their studies should contact the Office of the Dean of the school that they last attended.

COURSE SELECTION

All accepted students will receive a course selection form in the mail sometime in May. At this time, students may indicate their preference of courses for both Fall and Spring terms. Additional academic counseling will be available to incoming freshmen during the Day ONE Program that all incoming students attend in the summer prior to their start.

PARKING

On-campus parking is available to all students, except resident freshmen. A parking permit is needed to access La Salle University's parking facilities. Permits can be obtained at the Parking Office located next to Wister Hall. Resident freshmen may not register for on-campus parking.

Additional information on parking can be found in the Traffic Control Policy brochure and on the Security and Safety Web site at www.lasalle.edu/security.

Office hours: Monday through Friday – 9:30 a.m. to 4:30 p.m.

Office phone: 215.951.1066

FOOD SERVICES

The Food Services Department provides students with a complete range of services and meal plan alternatives. This department has been honored by the National Association of College and University Food Services (NACUFS) for outstanding menu selection. Food Services operates Blue and Gold Dining Commons located at the north end of campus, a new 300-seat dining venue at the south end of campus (Treetops Café), a Food Court, a restaurant (Café Metro), coffee bar (Backstage), and a convenience store (Union Market), all located in the La Salle Union building on main campus. The department also operates a faculty/staff dining room, concessions for home football and basketball games, vending services, and a full range of catering services.

Students who live in a residence hall on campus (including St. Basil Court) are required to participate in one of several meal plans available. Each of these meal plans is specifically designed to meet the individual needs and the busy lifestyle of an undergraduate student.

For more information concerning meal plans, please visit our Web site: www.lasalle.edu/mealplans.

THE LIBRARY

The Connelly Library offers a combination of traditional and innovative technical library services, plus warm and inviting areas for students to study and work in small groups on class projects. The building, which opened in 1988 with seating for more than 1,000 people, contains areas for quiet study, various sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading. Reference and circulation services are on the first floor, while audiovisual materials on the lower level include more than 4,000 feature films, multimedia CD-ROMS, and instructional materials for education students. A Special Collections area on the second level contains manuscripts, rare books, and videos on subjects such as the Japanese Tea Ceremony, Imaginative Representations of the Vietnam War, Imaginative Representations of the Holocaust, Trauma Literature, and a number of unique holdings of the works of major authors.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library subscribes to many databases accessible from the library home page (www.lasalle.edu/library). Many of these link to the full text of periodical articles. In addition, the library catalog links students to more than 5,000 full-text periodicals plus statistical sources and other materials. Students have access to these Internet sources not only in the library, but also wherever they have access to the Internet, on or off campus. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection. Materials not available in the library are borrowed from other libraries or photocopies of articles are requested at no charge to the student.

Reference librarians are available most of the 96 hours per week that the library is open. They provide individual and classroom instruction for finding information on the Internet, in books, and in periodical indexes. Information Literacy instruction using problem-solving techniques is available in the library to support and enhance the University's curriculum and encourage the development of lifelong learning skills. The Connelly Library Reference Librarians have developed original presentations and inventive handouts to help students work through information problem solving.

ART MUSEUM

The La Salle University Art Museum is the only college or university museum in the Philadelphia area with a permanent exhibition of Western art from the Renaissance to the present. The collection comprises European and American paintings, drawings, watercolors, prints, and sculpture and documents most of the major movements and period styles with a wide selection of subjects. In addition, the Museum owns a number of special collections, including Japanese prints, Indian miniatures, rare Bibles, African art, and Ancient Greek vases and figures.

Over the past 30 years, the museum has become an important cultural and educational resource for both the University and the general public. It plays an integral part in the teaching and research functions of many La Salle classes. According to an informal study that was performed to estimate the number of undergraduate classes held in similar U.S. college or university museums, the La Salle Art Museum was among the highest scorers with 70 to 100 classes each academic year. In addition to the special exhibitions and public events held in the museum throughout the year, the museum receives many requests both here and abroad for the loan, publication, research, and reproduction of works of art in the collection. The Museum is steadily gaining a national and even international recognition.

INFORMATION TECHNOLOGY

The University offers a broad variety of technology services for our students, including wireless access in all classrooms and many common areas; a high-bandwidth Internet connection for every resident; numerous PC labs and classrooms; and a state-of-the-art portal that permits students to register for classes, view their grades, submit housing applications, and many other tasks from their browser.

La Salle strongly recommends a specific PC for our incoming students. We have negotiated an extremely favorable price for a full-featured notebook PC that will be sold directly by the University. This notebook PC will be pre-configured to work in La Salle's environment, will include the basic software suite (pre-installed) that students will need for classes, and will be supported and repaired on-site by La Salle technicians. Please go to www.lasalle.edu/IT/notebook to find out more, view system specifications, or order.

DIVISION OF STUDENT AFFAIRS

DEAN OF STUDENTS

La Salle Union 123
215.951.1017

The Dean of Students, **Joseph J. Cicala, Ph.D.**, leads the Division of Student Affairs in building, sustaining, and enhancing a community focused on student learning. The division includes Administrative Services, Community Development, Counseling and Health Services, University Life, and University Ministry and Service. Further information about the programs and services of the Division of Student Affairs

may be found on our Web site (www.lasalle.edu/studentaffairs), which also includes the **La Salle University Student Guide to Resources, Rights, and Responsibilities**.

ADMINISTRATIVE SERVICES

La Salle Union 205
215.951.1371

This unit is supervised by the Director of Administrative Services, **Jeffrey S. Hershberger**. The members of the unit manage all divisional facilities and resources, including student residences, the La Salle Union, and all divisional offices and locations.

COMMUNITY DEVELOPMENT

La Salle Union 305
215.951.1916
and
North Residence Halls
215.951.1550

This unit is supervised by the Senior Associate Dean of Students, **Alan B. Wendell**. The members of the unit promote and support high standards for conduct in our community, supervise residential life, facilitate off-campus life, identify and mentor student leaders, encourage and support involvement in student organizations, train and develop our staff, and provide programs of welcome and transition for new students.

COUNSELING AND HEALTH SERVICES

Career Services Center
Administration Center 409
215.951.1075
and
Student Counseling Center
McShain Hall
215.951.1355
and
Student Health Center
North Residence Halls
215.951.1565

This unit is supervised by the Associate Dean of Students, **Lane B. Neubauer, Ph.D.** Based in the Career Services Center, the Student Counseling Center, and the Student Health Center, and incorporating the Alcohol and Other Drug Program and the Peer Educators, the members of the unit provide health programs and services, including primary health care, personal counseling, crisis intervention, peer education, and alcohol and other drug programs for our students; and assist our students and alumni with all appropriate aspects of career planning and development, facilitate experiential education opportunities, and build and sustain strong relationships with potential employers.

UNIVERSITY LIFE

Dean of Students Office
La Salle Union 123
215.951.1374

Multicultural and International Center
1923 W. Olney Ave.
215.951.1948
and
Student Programming Center
La Salle Union 208
215.951.5165

This unit is supervised by the Associate Dean of Students, **Anna M. Allen**. The members of the unit lead and facilitate cultural, recreational, and social celebrations, ceremonies, and events for the University community; lead multicultural education efforts; advise our international students and our faculty and staff who work to bring international elements to student learning; and maintain the University calendar.

UNIVERSITY MINISTRY AND SERVICE

College Hall, Lower Level
215.951.1048
and
Benilde Hall, Second Floor
215.951.1932

This unit is supervised by the Director of University Ministry and Service, **Brother Robert J. Kinzler, F.S.C.** Based in the Campus Ministry Center and the Community Service Center, the members of the unit encourage involvement in experiences designed to enhance spiritual life and to fulfill the Gospel's call to justice, promote and coordinate community service and service learning, invite active participation in celebrations of the Eucharist and other sacraments, support sharing in all appropriate liturgical ministries, and provide educational services to our neighboring communities.

TUITION AND FEE SCHEDULE

Tuition and Fees	Per Semester
Basic Tuition ¹	\$14,600
Tuition per credit hour (part-time day rate)	920
Student Activities Fee	100
Pre-College Counseling and Orientation Fee	120
(charged to entering students in their first semester only)	
Freshman Commuter Orientation Fee	30
(charged to entering students in their first semester only)	
Nursing Test Assessment Fee	100

Housing (per student/per semester)

Residence Halls	
Single Room Rent.	2,910
Premium Single Room Rent.	3,235
Double Room Rent.	2,560
Premium Double Room Rent.	2,825
Standard Triple Room Rent	2,380
Economy Triple Room Rent	2,210
Quad Room Rent	2,770
Apartments.	2,965
Premium Apartments.	2,990
Townhouses	3,325
St. Basil Suite Rent	3,050
St. Basil Room Rent (Double).	2,825
Freshman Resident Orientation Fee	100
(charged in first semester of freshman year only)	

Meal Plans

Residence Hall students must select one of the following:

Our best value meal plans:

- 5-Day Unlimited Access Meal Plan plus \$100 (Mon–Fri). 2,385
- 5-Day Unlimited Access Meal Plan plus \$250 (Mon–Fri). 2,510
- 7-Day Unlimited Access Meal Plan plus \$100** 2,465
- 7-Day Unlimited Access Meal Plan plus \$250** 2,590
- ** Inflation Fighter Plans: If you select either 7-Day Unlimited Access Meal Plan, you will not have a price increase for all four years.

Traditional meal plans:

- 14-Meal Plan Plus \$100 in Special Food Account 2,045
- 14-Meal Plan Plus \$250 in Special Food Account 2,170

Optional Meal Plans

Students that live in an apartment or townhouse or commute to school may select any of the meal plans listed above. These students may also choose one of the following optional meal plans:

- 5-Meal Plan plus \$50. 785
- Block of 50 Meals plus \$150 in a Special Food Account. 785
- Block of 75 Meals plus \$100 in a Special Food Account. 785

UNLIMITED ACCESS MEAL PLANS

A new concept to University dining. Students are given the freedom to come and go to the dining hall as they want. They are not limited to a specific number of meals per week and they can visit the dining hall more than once during a meal period.

TRADITIONAL MEAL PLANS

Students will start each week of the semester with a fresh balance of 14 meals.

BLOCK MEAL PLANS

Depending upon the plan selected, a student will be awarded a block of either 50 or 75 meals. Each time the student visits the dining hall, a meal will be deducted from this block.

For additional information on meal plans, contact Food Services at 215.951.1388 or visit the Web site at www.lasalle.edu/mealplans.

1 Students enrolled for 12 or more semester hours are considered full time. Payment of full-time tuition entitles a student to enroll for up to the following credit hours: Arts, Business (except Accounting), and Nursing majors—16 credit hours; Science and Accounting majors—18 credit hours. Credits taken in excess of these limits will be assessed tuition at the part-time day rate.

2. The housing contract is a commitment for both fall and spring semesters.

3. Students living in the residence halls are required to participate in one of the Residence Hall Meal Plans.

4. A Special Food Account allows students to purchase a la carte food in the Food Court or Intermissions.

All fees and deposits are nonrefundable.

In view of rising costs, La Salle University must reserve the right to amend or add to the charges at any time and to make such changes applicable to

students currently enrolled as well as to new students

Meal Plan Changes

- Students may request a change in their meal plan with the Food Services Department provided that the request is submitted within the first two weeks of each semester. Requests for a change of meal plan after the first two weeks of each semester will not be honored.
- There is a processing fee charged for making meal plan changes. There will be no processing fee charged to students who request a change of meal plan in their first semester attending La Salle.

DEFERRED PAYMENT

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75 percent of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75 percent of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note form must be presented to the Bursar's Office along with any required down payment (usually 25 percent in the beginning of the semester). The down payment amount will increase as the semester progresses.

Then, three subsequent monthly payments are made during the semester. There is a \$25 application fee, which is paid with your first monthly installment, and a finance charge calculated at the rate of half of a percent of the average daily balance per month. Delinquent payments are subject to a late fee of \$5 or 5 percent of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note can be printed from the forms section of the Student Financial Services Web site at www.lasalle.edu.

SEMESTER INVOICES

An INVOICE for your semester charges will be mailed to you by the Student Financial Services department prior to the beginning of each semester. Payment will be due in the Bursar's Office approximately 15 days from the date of the invoice. YOU WILL FIND IT MORE CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENTS AND COMPLETE REGISTRATION BY MAIL. However, if there are irregularities in your pre-registration, if you desire to make a change, or if you have not paid your invoice by the mail payment due date, then you must complete your registration and payment in person on campus.

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, or money order. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A \$35 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the First Floor of the Administration Center.

If you would like to use your Discover, MasterCard, or American Express to pay some or all of your educational expenses, you can log onto www.lasalle.edu to make payment via the Web for a fee. ACH payments are also available at no charge.

THIRD-PARTY PAYMENTS

If you have a recognized third party (employer, labor union, foundation, etc.) who is paying all of your tuition, you may send a copy of the "official notification" along with your invoice and credit will be applied to your invoice for the authorized amount of the sponsor's award. Be sure to also enclose a check or other form of payment for any balance due. To be eligible, the sponsor's award notification must be from a recognized "organization," not an individual, clearly indicate the amount that will be paid, give all necessary billing instructions, and be signed by an authorized representative. IF THE ORGANIZATION SENDS THE PAYMENT AT THE END OF THE SEMESTER UPON RECEIPT OF YOUR GRADES FOR THE SEMESTER, you must pay the tuition in full at the beginning of the semester or apply for financial aid to cover the tuition charges.

MONTHLY PAYMENT PLAN

AMS is a prepayment plan through which payments for a year's expenses are completed over a 10-month period. The first payment starts in May and applications must be submitted no later than mid-August. For additional information, call AMS toll free at 1.800.635.0120.

LATE FEES

A 1 percent monthly late penalty will be assessed for all students who have not made payment in full or acceptable payment arrangements by the official first day of the semester. This fee will be calculated and assessed on the 30th day of the semester and again every 30 days thereafter. If you are unable to make payment in full, you are encouraged to sign up for the Deferred Payment Plan or refer to the Student Financial Services section of our Web site for directions on how to apply for financial aid.

FINANCIAL OBLIGATIONS

At the time of registration, the student contracts for the full amount of the tuition regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters or receive grade reports, transcripts or diplomas until such indebtedness is paid.

REFUNDS

The following refund policies apply to all students.

ROOM AND BOARD REFUND POLICY

Meal Plan

Students who are released from their housing contract commitment (which requires Administrative Services approval) may receive a pro rata refund of the unused portion of their meal plan.

Room Rent

Regardless of the reason for vacating, refunds will not be made for a semester's unused rent. The housing agreement represents an obligation for the academic year. For more information on the housing refund policy, contact the Office of Administrative Services. For more information on the meal plan refund policy, contact the Office of Food Services.

REFUND OF TUITION

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

Fall, Spring, and Full-term Summer Semesters

Time of Withdrawal	Refund
During first week*	100%
During second week	60%
During third week	40%
During fourth week	20%
After fourth week	No Refund

Accelerated and Six-week Summer Semesters

Before and during the first day of class	100%
During the first week of class*	60%
After the first week of class	No Refund

Intersession Semester

Before and during the first day of class**	100%
After the first day of class	0%

*The first week is defined to be the first day that classes begin for the semester and the following six days, regardless of whether the student attends the first class meeting.

**The first day is defined to be the first day that class meets.

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean of the particular school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by

the date the notice of withdrawal is received by the Dean or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student.

La Salle University endeavors to treat all students fairly and consistently through its published tuition refund policy. However, it recognizes that in rare instances individual circumstances may warrant exceptions from this published policy and an appeal may be filed with the Tuition Refund Appeals Committee. To prepare an application for submission to the committee, an undergraduate student who wishes to file an appeal should contact the Assistant Dean of his or her school of enrollment; a graduate student should contact his or her Program Director. The deadline for submitting an appeal for the fall term is 30 calendar days after the first day of the following spring term; the deadline for appeals for the spring or summer term(s) is 30 days after the first day of the following fall term.

Since the primary responsibility for college expenses rests with parents and students, financial assistance is normally granted on the basis of financial need together with demonstrated academic ability. The information below lists sources of aid available to students attending La Salle and the method of application.

LA SALLE SCHOLARSHIPS AND GRANTS

Students must be enrolled for 12 credits in a day program to be eligible.

FULL-TUITION CHRISTIAN BROTHERS SCHOLARSHIPS

Full-tuition Christian Brothers scholarships are offered annually to high school seniors who have demonstrated exceptional academic aptitude and achievement and offer evidence of potential for leadership in the La Salle community. This scholarship competition is open to high school seniors who have scored approximately 1300 on the College Board Scholastic Aptitude Test and who have a class rank in the top 10 or top 10 percent of their high school graduating class. A separate application for a full-tuition scholarship is required and may be obtained by contacting the Director of the Honors Program. The completed scholarship materials must be received by the Honors Center no later than January 15.

FOUNDER'S SCHOLARSHIPS

Founder's Scholarships are awarded in the memory of St. John Baptist de La Salle, the founder of the Christian Brothers, the religious order that sponsors the University. St. La Salle's vision of teachers who would transform the lives of students and his desire to provide access to education to those who would otherwise not receive it revolutionized education. For his achievement, he was named the Patron Saint of Teachers. His work is carried on at La Salle University as well as at schools in 80 countries throughout the world.

Without neglecting the life of the mind, the traditional mission of the Lasallian school has been to help young people plan and prepare for a useful and humanly rewarding career.

The awarding of a Founder's Scholarship is based on a variety of criteria, chief of which are class rank and SAT scores. The scholarship is renewable for four years provided a cumulative average of 2.75 is maintained for the academic year. All students who have been accepted for admission by March 1 will be considered for the scholarship; no additional application is required.

LA SALLE GRANTS

As a reflection of its dedication to providing financial aid to students on the basis of financial need, the University has established the La Salle Grant program. Awards from this grant are made to students based on their financial need as determined through completion of the FAFSA form. Awards are renewable provided the student maintains satisfactory academic progress and continues to show financial need and submits all requested documentation within deadline dates. Priority is given to full-time day students.

LA SALLE MISSION GRANTS

In recognition of La Salle's mission, the University offers \$6,000 annual tuition grants to residents of Philadelphia or graduates of any Catholic high school nationwide.

Mission grants are awarded each year to full-time day freshmen or transfer students who are entering La Salle for the first time. To be eligible, the student must have a 2.75 cumulative high school G.P.A. or be ranked in the top half of their high school class. The grant is renewable for four years.

ATHLETIC GRANTS

La Salle University offers grants to men and women excelling in athletics. Contact with the La Salle University Athletics Department is made by the student's high school coach. These grants can be maintained through the four years of study at La Salle University. No athletic grant is final until an official notification is sent from the Office of Student Financial Services. The awarding of an athletic grant may result in a reduction of the student's financial aid. The student will be notified in writing if such a reduction occurs.

COMMUNITY SERVICE SCHOLARSHIPS

Tuition scholarships are awarded to entering freshmen who have shown interest in and commitment to community service prior to their undergraduate careers, and who are willing to continue such involvement during their years at La Salle. An applicant should also have total SAT scores of at least 1000 and be ranked in the first or second quintile of his or her class.

The grants will cover 50 percent tuition and all course-related fees for the two semesters of the regular academic year and are intended to free recipients from the need to seek employment during those two semesters. The grants are renewable each year if the recipient maintains a 2.5 G.P.A. and continues his or her involvement with community service.

All completed scholarship materials must be submitted by January 15 to the Office of University Ministry and Service.

FEDERAL AND STATE FINANCIAL AID PROGRAMS

APPLYING FOR FINANCIAL AID

To apply for financial aid, incoming day students must complete the Free Application for Federal Student Aid (FAFSA) by February 15. Returning day students must complete the FAFSA and the La Salle Institutional Data Form (WIDF) by March 15. New and returning continuing education students must complete the FAFSA by May 1 to be eligible for the PHEAA State Grant.

While all continuing and graduate students must complete the FAFSA and WIDF to be awarded financial aid, there is no La Salle deadline. However, remember that it takes at least six weeks to process financial aid. If a continuing studies or graduate student wishes to have a refund check for books and living expenses at the start of the term and to pay all outstanding balances to avoid late fees, then the student should apply early for aid.

La Salle's Title IV code is 003287. The FAFSA can be completed online at www.fafsa.ed.gov.

For some students, the federal government requires us to collect additional documentation to complete an application. Notification will be sent that details the additional documentation that is needed. The documentation must be submitted within 30 days of receipt of the request letter. (See the section below on deadlines for more information.) No aid information will be awarded until the requested documentation is returned.

All students must reapply each year for all forms of financial aid.

Financial aid and loans cannot be awarded once the student ceases to attend.

DEADLINE DATES

The purpose of the deadline dates is to ensure that there is enough time for the student's financial aid to be processed and credited to the student's account for the beginning of classes. Filing late or submitting requested documentation after the deadline may cause a reduction in the financial aid award or a delay in having aid credited to the account. (However, generally, if a student files after the deadline date, there are still many types of aid available.) If a student misses the application or the additional documentation deadline, and if the financial aid is not in place for any reason, then the student must be prepared to use the La Salle Deferred Payment Plan. If the necessary payment arrangements are not made, then a late fee will be charged.

If a student misses a deadline and the financial aid is not in place, then the student must also be prepared for a delay in receiving a refund check for living expenses or a transfer of funds to Gold Card to buy books.

TYPES OF FEDERAL AND STATE FINANCIAL AID

FEDERAL PELL GRANTS

The Pell program is a federally administered program available to needy students. Eligibility is determined by the federal government and notification is sent directly to students.

FEDERAL PERKINS LOANS

The Federal Perkins Loan provides needy students with long-term, low-interest loans for educational expenses. The University determines the amount of the loan to be offered within certain federal guidelines. Interest at the rate of 5 percent per year on the unpaid balance begins to accrue nine months after the student ceases at least half-time study. The loan repayment period may be as long as 10 years, depending upon the total amount borrowed.

PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demonstrate financial need, maintain Pennsylvania residency, and be enrolled at least half time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) must be filed by May 1 to be eligible.

Other states in addition to Pennsylvania have scholarship programs for their residents. Information and applications are available from the respective state boards of education.

FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study program provides needy students with access to part-time jobs on campus. The funds earned do not provide direct tuition relief, but are intended to help meet incidental expenses encountered by students. Students are paid on a biweekly basis for the number of hours worked. The total amount that may be earned through the work program is determined by students' needs and availability of funds at the University. Students work an average of 12 hours a week throughout the academic year. Please see the Web site for job listings.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

The FSEOG program is a federally funded, college-administered program available to needy students who are also Federal Pell recipients.

ACADEMIC COMPETITIVENESS GRANT (ACG)

The ACG program is a federally funded grant available to students who are enrolled full time, are Federal Pell recipients, are U.S. citizens, are freshmen or sophomores, and have completed a rigorous high school program. The freshman-level award is for \$750 and the student must have graduated from high school after Jan. 1, 2006. The sophomore-level award is for \$1,300 and the student must have graduated from high school after Jan. 5, 2005.

NATIONAL SCIENCE AND MATH TO RETAIN TALENT GRANT (SMART)

The SMART program is a federally funded grant available to students who are enrolled full time, are Federal Pell recipients, are U.S. citizens, are juniors or seniors, have a G.P.A. of 3.0 or greater, and are pursuing a major in math, physical science, or technology. The award amount is \$4,000 for both the junior and senior year. **FEDERAL STAFFORD SUBSIDIZED LOAN**

This is a low-interest loan awarded on the basis of need made directly by the federal government. Repayment begins six months after leaving school or enrolling less than half time with a maximum of 10 years to repay. Depending on need, students may borrow up to \$2,625 a year as a freshman, \$3,500 as a sophomore, \$5,500 as an upperclassman, and \$8,500 as a graduate student. Students must be enrolled half time to be eligible. The Financial Aid award letter will provide application instructions.

FEDERAL STAFFORD UN-SUBSIDIZED LOAN

This is a low-interest loan offered to students who are ineligible to borrow the maximum amount of the Stafford **SUBSIDIZED LOAN** and to independent students who need additional funds. This loan is the same as the regular subsidized Stafford loan except students must make interest payments while in school and during the grace period. The loan maximums are the same as those listed above for the Federal Stafford Subsidized Loan, except independent students may borrow the additional amounts as follows: \$4,000 as freshmen and sophomores, \$5,000 as upperclassmen, and \$12,000 as graduate students. Students must be enrolled at least half time to be eligible. The financial aid award letter will provide application instructions.

FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS

The PLUS program allows parents to borrow up to the cost of attendance per academic year for each dependent undergraduate student. The interest rate is fixed at 8.5 percent. Monthly repayment begins no later than 60 days after the loan is fully disbursed. Additional application information can be obtained from the Student Financial Services section of the La Salle Web site at www.lasalle.edu.

CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIPS

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term in which the scholarship will be used. The

student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used. Additional application information can be obtained from the Student Financial Services section of the La Salle Web site at www.lasalle.edu. The priority deadline is August 1.

INSTITUTIONALLY ADMINISTERED SCHOLARSHIPS

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships. You can apply by filling out a single Common Scholarship Application, which is available from the Student Financial Services section of the La Salle Web site at www.lasalle.edu. Even if a student has been awarded a scholarship in the past, the student must reapply for that scholarship. The priority deadline is July 1. Scholarships available through La Salle include:

- Accounting Department Scholarship
- Annenberg-Henrich Scholarship
- Gregg Argenziano Scholarship
- Berger-Wallace Scholarship
- William J. Binkowski Scholarship
- James J. Binns Scholarship
- Dr. Leonard A. Brownstein Scholarship
- William J. Brett Jr. Memorial Scholarship
- Brother Emery Scholarship
- George J. Bucs Scholarship
- Helen Burke Memorial Scholarship
- John F. Byrne Memorial Scholarship
- Robert J. Chesco Memorial Scholarship
- Christian Brothers Scholarship
- Class of 1970 Scholarship
- Communication Department Faculty Award
- Lt. John H. Condon Memorial Scholarship
- Bishop Corrigan Memorial Scholarship
- Dr. Robert J. Courtney Scholarship
- Joseph Crowley Award
- J. Russell Cullen Sr. Memorial Scholarship
- Brother Damian Connelly Scholarship
- Josephine Danielski Memorial Scholarship
- Robert L. Dean Writing Scholarship
- Michael A. DeAngelis Memorial Scholarship
- Brother G. Claude Demitras Scholarship
- J. Hugh and Nancy Devlin Scholarship
- Saint Francis de Sales Scholarship
- Richard J. Diamond Memorial Scholarship
- Susan O'Neill Dietsch Scholarship
- Anne H. and Harry J. Donaghy Scholarship
- Dr. Paul R. Doran and Catherine E. Doran Memorial Scholarship
- Francis J. Echelmeier Scholarship
- Leon Ellerson Scholarship
- Brother Patrick Ellis Alumni Scholarship
- Dr. Joseph F. Flubacher Scholarship
- James A. Finnegan Public Service Fellowship
- Julius Fioravanti Memorial Scholarship
- Germantown Hospital Nurse Assistance
- Daniel A. and Kathleen Belfatto Giannini Scholarship
- Nicola Giordano Memorial Scholarship
- John S. Grady Honors Scholarship
- James T. Guo Scholarship
- Rev. David I. Hagan Scholarship
- J. Anthony Hayden Scholarship
- H. Blake Hayman Scholarship
- Anthony F. Heck Memorial Scholarship
- Lt. John Henry Scholarship
- Hogan Award
- Independence Blue Cross Nurse Scholars
- Independence Blue Cross Supplemental Graduate Nursing Education Grants
- Independence Blue Cross Supplemental Nursing Education Grants
- Johnson and Johnson Scholarship
- Thomas and Janet Kean Scholarship
- Jack Keen Memorial Scholarship
- John J. Keenan, '52, Memorial Scholarship
- John J., '37, and Margaret M. Kelly Endowed Memorial Scholarship
- Dr. Joseph Kelly Memorial Scholarship
- James S. Kemper Foundation Scholarship
- John P. Kiernan Jr. Fund
- Peter J. Kiernan Scholarship
- Philip Kind Jr. Memorial Scholarship
- Mary and C. Gerard Kramer Scholarship
- Gregory LeCerff Grant
- Danielle Leonard Scholarship
- Maureen E. Lodge Scholarship
- Francis X. McErlean University Scholarship
- James A. McGovern Scholarship
- William G. McGowan Charitable Fund Scholarship
- Thomas F. McGowan Scholarship
- John McHale Award
- John J. (Jack) McNally Scholarship
- John McShain Scholarship
- Mercedes Benz/Lionel Simmons Scholarship
- Charles E. Merrill Trust Scholarship
- Lillian Beresnack Miller Memorial Scholarship
- William F. Miller Sr. Scholarship
- Modern Handling Scholarship
- Brother Gerard Molyneaux Scholarship
- Joseph Moran Scholarship Fund
- Mable Morris Scholarship
- Jacques and Blanche Moore Scholarship Fund
- James V. Mulvihill Scholarship
- Charlotte W. Newcombe Foundation Scholarship
- James and Margaret Newell Endowed Scholarship
- Northeast Catholic High School Scholarship
- Pennsylvania Higher Education Assistance Agency Workforce Advancement Grants for Education
- Pennsylvania Higher Education Foundation Graduate Nursing Education Grants
- Pennsylvania Higher Education Foundation Nursing Education Grants
- Pfizer Scholarship
- Richard S. Rueda Scholarship
- Erwin and Carolyn Rye von Allman Scholarship
- Sallie Mae Fund BUSCA Scholarship
- Joseph Lawrence Scheiter Memorial Scholarship
- Sigma Phi Epsilon Scholarship
- Sigma Phi Lambda Scholarship
- SIM Scholarship

- SLH-OD Graduate Scholarship
- Warren E. Smith, M.D., Scholarship
- W. W. Smith Charitable Trust Scholarship
- Michael J. Tanney Scholarship
- Lillian and Ralph Tekel Scholarship
- UPS Scholarship
- U. S. Department of Health and Human Services, Scholarships for Disadvantaged Students
- U.S. Department of Health and Human Services, Advanced Education Nursing Traineeships
- U.S. Department of Health and Human Services, Nurse Anesthetist Traineeship
- John H. Veen Memorial Scholarship
- Wachovia Foundation BUSCA Scholarship
- Wachovia Grant
- Thomas H. White Memorial Scholarship
- John T. Zook Memorial Scholarship

SATISFACTORY STANDARDS OF ACADEMIC PROGRESS FOR ALL FINANCIAL AID

In order to continue receiving federal and state financial aid, a student must be maintaining satisfactory academic progress toward completion of the program of study. The student must be moving toward the goal of graduation.

STANDARDS OF ACADEMIC PROGRESS

In order to continue to receive Federal and Institutional Need-Based Aid, the student must successfully earn 66 percent of all attempted credits.

In addition to completing a certain number of attempted credits, all students are required to achieve the cumulative grade point average as listed below if they are to continue to receive institutional and federal financial aid:

Credits Earned	Required CUM G.P.A.
1-23	1.50
24-53	1.75
54 and above	2.00
Graduate Students	2.00

For the definition of attempted and earned credits and for the formula of the calculation of the grade point average, please contact the Registrar.

Some scholarships require a higher G.P.A. for renewal.

MAXIMUM TIME FRAME

The maximum time frame for completion of the undergraduate or graduate program cannot exceed 150 percent of the published program length for a full-time student. For example, the minimum credits for an undergraduate to complete a program is 120; therefore, the student would have a maximum time frame of 180 attempted credits to complete the program before loss of eligibility for federal and institutional aid.

MEASUREMENT OF PROGRESS

Academic progress for each student will be measured in May or at the end of the summer session. If a student does not meet these standards of academic progress, then that student will not be considered for Federal or

Institutional Funds. In order for the student's eligibility to be reinstated, the student's grades must meet the required levels.

APPEALS OF PROGRESS

Appeals may be based on either the death of a relative, upon a serious personal illness or injury, or other extenuating circumstances. The student must be able to demonstrate that the illness, injury, or extenuating circumstance had a direct impact on the student's academic performance. If a student had mitigating circumstances preventing completion of the program within the 150 percent time frame, then an appeal may be made based upon this.

All appeals for waivers of academic progress must be done in writing and be accompanied by an Academic Recovery Plan. To formulate an Academic Recovery Plan, a student should first meet with an Assistant Dean or an adviser to discuss how the student will improve his or her academic performance. The student should put this in written form and submit it along with a letter of appeal to the Office of Student Financial Services. No appeals for progress will be accepted after the term begins.

The student may be asked to provide supporting documentation of the situation. All appeals will be reviewed by the Student Financial Services Appeal Committee. Appeals, when granted, are for one semester only and the student must comply with any and all conditions attached to the waiver of the academic policy. If the Student Financial Services Appeals Committee feels that there are mitigating circumstances that had a direct bearing on the student's academic performance, then the student can be funded during a probationary period up to one year.

The University's Academic Censure Policy and its Standards for Academic Progress for Financial Aid are two distinct policies. The University may allow a student to enroll for a semester but elect to withhold funding.

STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT PROGRAM

The student must successfully complete at least 24 credits for every two semesters of full-time PHEAA State Grant assistance received. For part-time PHEAA State Grant recipients, the above requirement will be prorated. (A student may appeal this directly to PHEAA.)

FINANCIAL AID POLICIES

The University reserves the right to reduce financial aid due to a change in the student's enrollment or housing status or if a student receives additional funding from an outside source. Financial aid may also be reduced if there has been an error in the calculation of a student's financial aid or as result of verification or if a student missed a deadline date.

For study abroad, students are permitted to use a maximum of \$1,000 from any one La Salle University Grant or Scholarship funding. This would include Founder's Scholarship, Mission Grant, Christian Brothers Scholarship, SEOG Grant, and any endowed scholarship that La Salle has a hand in awarding. These are the only La Salle aid funds that may be awarded for study abroad. Athletic money cannot be used during the semester abroad. Also, students using \$1,000 from the Founder's Grant should be aware that this will be counted as one of the eight semesters of eligibility.

If a student is doing a co-op/internship and will be enrolled in fewer than 12 credits during that semester, he or she must come to the Student Financial Services Office to see how his or her financial aid may change due to differences in tuition charges and credits. If a student is enrolled in at least 12 credits during the co-op/internship semester, his or her financial aid will not change.

Students interested in study abroad should make an appointment in the Student Financial Services Office as soon as possible to discuss their individual situations.

La Salle University reserves the right to reduce University need or non-need-based funding in the event an “overaward” occurs due to a change in a student’s enrollment housing or financial situation or if additional outside funding is made available to a student. There are four types of overawards:

1. The first type of institutional overaward is when the total of all grants and scholarships exceeds the 2007-08 La Salle Gift Aid Budget. For commuters and off-campus students, the La Salle Gift Aid Budget is \$30,000. For resident students, the La Salle Gift Aid Budget is \$39,450. If the total of a student’s grants and scholarships exceeds the above amounts, then La Salle University reserves the right to reduce institutional funding. All outside grants and scholarships will be applied first to University charges. University grants and scholarships will then be applied to subsequent University charges. The one exception to this policy is athletic aid, as the NCAA regulations take precedent.
2. The second type of overaward situation is when a student receives more funding than the student’s federally calculated need allows. Federal and institutional policy prohibit a student from receiving aid in excess of need and require the school to resolve the overaward.
 - If a student has already been awarded need-based aid and subsequently receives additional funding, such as a private scholarship, then no other aid will be reduced as long as the total of the financial aid does not exceed need.
 - If a student is awarded additional aid, which causes the total of all aid to exceed the federally calculated need, then there must be a reduction in the financial aid. To resolve this overaward, financial aid will be reduced in following order: Perkins Loan, College Work-Study, SEOG, La Salle Grant, and Stafford Loan.
3. The following exceptions apply to the above the policies.
 - a. If a student has been awarded one or more La Salle University Merit Scholarships and then is subsequently awarded a scholarship for half tuition or greater, then the student becomes ineligible for those La Salle University Merit Scholarships.
 - b. If a student has been awarded one or more La Salle University Merit Scholarships and then is subsequently awarded an Annenberg-Henrich Scholarship, then La Salle University Merit Scholarships will be reduced by half the amount of the Annenberg-Henrich Scholarship.
4. The total amount of all financial aid for a student cannot exceed that student’s financial aid cost of attendance. Here, financial aid includes PLUS loans and alternative loans such as Signature loans.

It is the responsibility of all financial aid applicants to check their La Salle e-mail and mylasalle accounts for notices concerning financial aid deadlines, policies, procedures, and eligibility. Important information may be sent through e-mail or posted on the Web site rather than through paper correspondence.

REFUNDS

REFUND OF EXCESS AID

Students who are credited with aid in excess of tuition and other charges after all the appropriate forms have been completed will be sent a refund.

WITHDRAWALS AND RETURN OF TITLE IV FUNDS

If a student is a recipient of federal financial aid (Title IV funds) and withdraws from the University, then federal regulations require the University to follow a prescribed withdrawal process and stipulate the refund of funds to the federal financial aid programs.

WITHDRAWAL DATE

For a federal financial aid recipient, the withdrawal date is the date the student notifies the Dean of his or her school that he or she is withdrawing from the University. This can be done orally or in writing. The student may rescind the official notification of withdrawal. This must be done in writing.

If the student does not notify the Dean of his or her withdrawal, the date of the withdrawal becomes the midpoint of the semester or the date of the student’s last attendance at a documented academically related activity.

If a student does not notify the Dean of his or her withdrawal due to circumstances beyond the student’s control, the withdrawal date becomes the date related to that circumstance. Finally, if a student does not return from an approved leave of absence, the withdrawal date becomes the date the student began the leave.

RETURN OF TITLE IV FUNDS

If a student withdraws, the student’s federal financial aid will be prorated based on the number of days that the student completed in the term. This is the earned amount of federal financial aid. Once a student completes 60 percent of the term, then all federal financial aid has been earned and no refund to the programs is required. For the University policy on refund of tuition charges, see the section on Expenses. Please note that the Federal Return of Title IV Funds policy no longer stipulates how the University calculates its refund of tuition, fees, and other charges.

If a student has received disbursed aid in excess of the calculated earned aid, then funds must be returned to the federal financial aid programs in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Perkins loans, Federal PLUS loans, Federal Pell Grant, and Federal SEOG.

A student will only be eligible for a post-withdraw disbursement of federal financial aid if the amount of the disbursed aid is less than the amount of the earned federal financial aid.

If a student has received a cash payment due to excess of financial aid over allowable tuition, fees, and other charges and if the student subsequently withdraws from the University, then the student may be required to repay monies to the federal financial aid programs. After a student is notified that he or she owes monies to the federal financial aid programs, the student has 45 days to either repay the funds or make satisfactory payment arrangements with the Department of Education. If the student fails to do either of the two previous options, then the University must report “overpayment” to the National Student Loan System.

STUDENTS’ RIGHTS AND RESPONSIBILITIES

The following are the rights and responsibilities of students receiving federal funds.

You have the right to ask a school:

- The names of its accrediting or licensing organizations.
- About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.
- About its cost of attendance and its policy on refunds to students who drop out.

- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- What the procedures and deadlines are for submitting applications for each available financial aid program.
- What criteria it uses to select financial aid recipients. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need.
- How much of your financial need, as determined by the institution, has been met. How and when you will be paid.
- To explain each type and amount of assistance in your financial aid package.
- What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.
- How the school determines whether you are making satisfactory progress, and what happens if you are not.
- What special facilities and services are available to people with disabilities.
- If you are offered a federal work-study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.
- To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

It is your responsibility to:

- Review and consider all information about a school's program before you enroll.
- Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay or prevent your receiving aid. Meet all deadlines for applying for and reapplying for aid.
- Notify your school of any information that has changed since you applied.
- Provide all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read, understand, and keep copies of all forms you are asked to sign.
- Comply with the provisions of any promissory note and other agreements you sign.
- Repay any student loans you have. When you sign a promissory note, you're agreeing to repay your loan.
- Notify your school of any change in your name, address, or attendance status (half-time, three-quarter-time, full-time, housing status). If you have a loan you must also notify your lender of these changes.
- Attend an exit interview at your school if you have a Federal Perkins Loan, Federal Stafford Loan, or PLUS Loan.
- Satisfactorily perform the work agreed upon in a Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

PROGRAM OF STUDIES

The program of studies prescribed by the student's advisor and approved by the Dean of the school in which the student is enrolled is his or her official roster of courses.

It is the student's responsibility to see that all the requirements of this program are fulfilled. He or she should have in writing from the Dean any exceptions to the prescribed program that may be granted.

Students may be permitted to change from one program to another, or from one area of instruction to another, only when their previous record indicates that they may profit by such a change. In any change of this type, the student must have the written permission of the Chair and the Dean of the school. This change may entail taking approved summer courses or an additional semester in college. In no case may students who transfer receive promotion or a degree sooner than they would have received it had they not transferred. No degree may be received less than one year after change of curriculum.

DUAL MAJORS

In some circumstances, a student with special needs and abilities may be permitted to major in two departments or to follow a special interdepartmental program. After developing the program in consultation with both departments, the student must obtain approvals of both chairs and of the Dean. Arrangements should normally be completed during the Spring semester of the sophomore year.

MINORS

In addition to their majors, students may also complete up to two minors. These minors will be officially noted on the transcript. Minors may be constructed in these subjects: Accounting, Art History, Biochemistry, Biology, Chemistry, Communication, Computer Science, Criminal Justice, Digital Arts and Multimedia Design, Economics, Education, English, Foreign Language, Geology, History, Information Technology, Mathematics, Music, Nutrition, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Social Work, and Speech-Language-Hearing Science. These minors require six courses within the discipline, not counting foundation courses. Students interested in minoring in a subject should consult with the Chair of that department for advice on the requirements.

Special minors may also be taken in these areas: Asian Studies, Business Administration, Catholic Studies, Central and Eastern European Studies, Environmental Studies, Forensic Studies, Health Care Administration, International Studies, Justice and Society Studies, Life Science, Marketing, Risk Management and Insurance, Urban Studies, and Women's Studies. The requirements are listed in their proper alphabetical place in the Course Requirements section of this catalog.

THE FIRST-YEAR ODYSSEY AT LA SALLE UNIVERSITY

The First-Year Odyssey (FYO) introduces students to La Salle University and the city of Philadelphia through class participation, campus activities, and field trips. FYO gives students an opportunity to form bonds with fellow students, professors, and staff, while they become more familiar with campus resources and the rich offerings of urban life.

Students earn a grade and one credit in the First-Year Odyssey. To meet the needs, interests, abilities, and concerns of students, students work together to design some of the course activities. When possible, students will seek

out information and report back to their classmates on opportunities and resources available on the campus or in the city.

Participation in the First-Year Odyssey is required of all first-year students with the exception of students in the Honors Program.

ACADEMIC AND CAREER EXPLORATION

The Academic and Career Exploration (ACE) Program helps students learn about themselves, our majors, and potential careers.

It is a non-credit program for "deciding" students enrolled at La Salle who have not yet declared a major. Opportunities offered include DISCOVER® career exploration software, advisement sessions for major and career decisions, alumni mentoring, and special academic advisers who have been designated to work with ACE students to ensure appropriate course selection.

The ACE Program is administered by La Salle's Career Services Center and is a cooperative program involving the School of Arts and Sciences, the School of Business, the Student Counseling Center, and the First-Year Odyssey Program.

EXPERIENTIAL EDUCATION PROGRAMS

Experiential Education is a learning experience that extends beyond the campus of La Salle University and offers the unique opportunity to apply classroom theory to actual work situations, add relevance to a student's academic program, afford an understanding of human relationships outside one's peer group, and provide realistic vocational information as well as vital networking contacts. Through Experiential Education programs, students have the opportunity to work in jobs related to their majors or career goals to gain valuable "real-world" experience while earning academic credit. These programs at La Salle include internship, cooperative education, practicum, and externship programs.

Internships may take a variety of forms, from part-time non-paid to full-time paid employment opportunities. Internships are available throughout the year (especially during the fall or spring semester) and may range from three to six months in length. Internships are open to all majors who have completed at least their sophomore year. Students must be in "good academic standing" but may also be required to maintain a minimum G.P.A. set by their academic department.

Cooperative education (co-op) programs are offered through both the schools of Arts and Sciences and Business. Co-ops are available throughout the academic year and typically involve full-time, paid work experiences of three to six months in length. Students may engage in multiple work assignments during their college careers. Co-ops for business majors are offered through the Business Scholars Co-op Program (see Page 112).

Certain departments require their students to participate in a practicum experience in the form of professional year experience, as required by their accrediting bodies. A practicum is generally a one-time work or service experience done by a student as part of an academic class. Most practica carry academic credit. Check your academic department requirements or course listings.

Externship opportunities are most commonly available for students enrolled in the School of Nursing and Health Sciences. Externships are typically full-time, paid experiences, often available during the summer months.

It is recommended that students investigate and prepare for internship opportunities before completing their sophomore year. For students participating in full-time internships and co-ops during the academic semesters, early academic planning is crucial in order to graduate in four years. With

the help of Career Services, students will prepare a resume to be submitted to participating employers and prepare for the interview process.

HONORS PROGRAM

The pedagogical philosophy of La Salle University emphasizes the need for a strong basis in the humanities and the development of specific skills for all undergraduates. For this reason, all students are required to complete a set of courses devoted to these ends. Individual academic departments offer students an intensive study in a specific discipline, but only after a majority of the courses in this humanistically based core have been completed.

The curricular structure of the Honors Program follows this general University model, but with modifications that recognize the needs and abilities of the highly motivated and intellectually gifted student. These modifications are primarily in the manner in which the Honors Program student satisfies these essential University-wide requirements.

In the first year of studies, the Honors Program student will complete three Honors courses each term. These courses will be in the disciplines of history, literature, and philosophy and will, over the course of the year, take the student from antiquity to the contemporary period. The professors teaching in this first-year program make every attempt to coordinate their readings and assignments so that, at any particular time during the academic year, the students will be viewing the same period of civilization through the perspective of three different disciplines.

A typical week would have the student spending three hours of class time in each of the three disciplines and three hours of time in a special situation in which an attempt is made to integrate the three seemingly distinct disciplines. This last three-hour period of time brings together all of the students in the program and their professors in a variety of experiences. Some of the sessions will be held on campus and others will make use of the many museums and resources in the Philadelphia area. In recent years this has meant afternoons or evenings spent at the Kimmel Center for the Performing Arts with the Philadelphia Orchestra, at the Philadelphia Museum of Art with the curator of the medieval collection, at the Arden Theater with the artistic director, or at the National Constitution Center. Each activity is designed to complement and supplement the work of the classroom—a humanities lab, in effect.

Having successfully completed the first year of studies, the Honors Program student is then offered a wide variety of seminars in Honors. These seminars allow the student to study topics, time periods, and areas of interest in considerably more depth, using the broad overview of the first year as a solid foundation upon which to build. Serving as the substitutes for the regular core requirements of the University, these seminars are often cross-disciplinary. In addition, each Honors Program student will be required to complete an independent study project that will be the equivalent of one three-credit course. This will be done on a topic of the student's choosing (not necessarily in the major) and will be directed by a faculty member.

The total number of courses required in Honors is a minimum of 14, including the independent project. One of the courses must be an ethical issues seminar in the student's major. In addition to the curricular requirements, students are required to maintain a cumulative G.P.A. of 3.0 and a 3.0 G.P.A. in Honors Program courses to remain active in the Honors Program.

Students who complete all of the requirements of the Honors Program are graduated from La Salle with the special distinction of General University Honors. This distinction is noted on their official transcript, on their diploma, and in a special listing in the Commencement program.

Each year approximately 60 students are admitted to the Honors Program (from a freshman class of approximately 800 students). Invitations are extended to students who have been accepted for admission by the Uni-

versity, who have combined SAT I scores of approximately 1300, and who rank in the top decile of their graduating class.

The application deadline is May 1. Further information on the program is available from the Director of the Honors Program, 215.951.1360.

INTERNATIONAL EDUCATION OPPORTUNITIES

STUDY ABROAD

La Salle has strong ties with the American University of Rome in Italy, the National University of Ireland in Galway, Universidad La Salle in Mexico City, and Deakin University in Melbourne, Australia, where students have the opportunity to gain a semester-long learning experience. Students may also gain acceptance to semester-long programs in Brazil, China, England, France, Mexico, South Africa, and Spain through the Lasallian International Programs Consortium. In addition, the Multicultural and International Center provides various levels of support for students wanting to study at other destinations.

TRAVEL/STUDY

La Salle offers semester-long courses with travel components included to enhance the educational experience. Past courses have included: The Lasallian World: View from United States and Guatemala; Comparative Business Practices—Germany or France and the United States; Education to Globalization in India; Conflict Resolution: Ireland; Narrative Versions of the Vietnam War; International Film in Prague; and Globalization and Tradition in 21st-Century China.

EXCHANGE PROGRAMS WITH LASALLIAN SCHOOLS IN MEXICO

La Salle has exchange agreements with Lasallian schools in Mexico. This allows students to study at Universidad La Salle Mexico City as part of a special study abroad program taught in English. At least one semester of Spanish is required, and service learning/internship experiences are part of the program. Students with high Spanish proficiency may take a full schedule of course offerings in Mexico City or at Universidad La Salle in Obregon.

THE WRITING FELLOWS PROGRAM

The Writing Fellows Program offers a unique opportunity for good student writers to serve as undergraduate peer tutors in writing in courses throughout the University. Students selected to be Writing Fellows receive special training. Interested students should contact Dr. Margot Soven, Program Coordinator, at 215.951.1148.

ARMY ROTC

Students at La Salle can participate in Army Reserve Officers' Training Corps (ROTC) through a partnership agreement with Drexel University. The program is open to both male and female students who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve, or Army National Guard upon graduation.

Freshman and sophomore students take ROTC basic courses right on La Salle's campus and incur no obligation (who are non-scholarship) to the U.S. Army by enrolling. Additionally, military science courses are applied toward graduation requirements.

Juniors and seniors enrolled in the Advanced Course take senior-level military science courses at Drexel University.

The primary purpose of ROTC is to commission the future officer leadership of the United States Army and motivate young people to be better citizens. Students enrolled in the ROTC program receive instruction in the fundamentals of leadership with emphasis on self-discipline, integrity, confidence, and responsibility. ROTC is the only college elective that teaches leadership and management skills that enhance your future success in either a military or civilian career.

ROTC scholarships worth up to full tuition and fees per year are available on a competitive basis. Advancing freshman and sophomore students may compete for two- and three-year scholarships. All junior and senior students with a scholarship receive \$900 a year for books and education fees and a non-taxable subsistence allowance of \$250-500 per month while attending classes.

For more information on the program, scholarships, and career opportunities, contact the ROTC office, Maj. Loughery at La Salle University at 215.951.1365 or 215.590.8808 ext. 30, or e-mail armyrotc@drexel.edu.

AIR FORCE ROTC

La Salle students are eligible to participate in Air Force Reserve Officers' Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University.

All Aerospace Studies courses will be held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for a baccalaureate degree.

For further information on the cross-enrollment program, scholarships, and career opportunities, write or telephone the Professor of Aerospace Studies, Lt. Col. Pohlen, AFROTC Det 750, St. Joseph's University, Philadelphia, PA 19131, 610.660.3190.

COURSES AT CHESTNUT HILL COLLEGE

The cooperation of La Salle with Chestnut Hill College, a Catholic college for women situated about five miles from La Salle, results in a valuable coordination of programs. Students from either of the associated colleges can register for courses at the other college, with full credits, and without payment of extra tuition. Students wishing to register for courses offered at Chestnut Hill will follow the same procedure as when they register for courses at La Salle.

SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree. The Summer Sessions are administered by the College of Professional and Continuing Studies.

Properly qualified applicants from other accredited institutions are also admitted to the Summer Sessions.

For more information, call 215.951.1234.

REGISTRATION

During announced pre-registration periods, students are required to meet with their department Chair or adviser to create a roster of courses for the upcoming semester. The student may register via the mylasalle Web portal or in person during the times specified by the Registrar's Office. The Student Financial Services Office will bill the student following each pre-registration cycle.

Students who have not completed registration may register during the first week of the semester.

CLASSIFICATION OF STUDENTS

A full-time student carries a minimum of 12 semester credit hours; many carry an average of 15 semester credit hours. A student's program may require more hours per week in some areas of instruction.

Class level is determined by the number of credit hours earned by the student. Students having 0 to 23 credit hours are considered freshmen; those who have earned 24 to 53 credits are sophomores; those having 54 to 83 hours are juniors; and those with 84 credit hours or more are classified as seniors.

Part-time students carry a roster of less than 12 hours per week. Students in this category will require more than the normal four years in which to earn a degree.

Students who do not fulfill certain admission requirements may be admitted to follow particular courses and are considered as non-degree students. They do not register for a degree-granting program. Credits earned by a non-degree student may be counted toward a degree as soon as he or she has met all the requirements for admission and candidacy for a degree provided that the credits thus earned are applicable to the program of studies. A non-degree student cannot hold a scholarship nor take part in extracurricular activities.

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the Undergraduate Evening to an Undergraduate Day Program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum G.P.A. of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from Undergraduate Day to Undergraduate Evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school.

UNIVERSITY ATTENDANCE POLICY

Students are expected to attend classes regularly. Absence beyond the control of the student, such as illness or serious personal or family situations, should be explained to the instructor. If an absence extends over a protracted period of time, the Office of the Dean of the individual student's

school should be notified. Attendance is taken from the first regular class day regardless of the time of registration.

EXAMINATIONS

The last week of each semester is set apart for final examinations. Examinations to measure student progress are given at mid-term. Students who, for satisfactory reasons, fail to take a semester examination as scheduled may take a delayed examination.

CLEP EXAMINATIONS

Students may receive credit for approved courses taught in the La Salle University curriculum through participation in the College Level Examination Program (CLEP) of the College Entrance Examination Board, or through other authorized standardized testing procedures or in-house tests. Students who wish to attempt credit through examination must receive permission from their Dean's Office to determine which examinations are acceptable to La Salle and to obtain permission for participation.

While the Academic Dean determines the credits to be granted for CLEP and other authorized standardized testing procedures, the individual department designates the subject examinations, which are applicable to specific courses at La Salle University. Students may not be granted credit for a general examination CLEP course after completion of the freshman year, and a student who has received credit through conventional courses or through standardized testing for one or more advanced courses in a discipline may not challenge a beginning course in that discipline. No grades are assigned to courses credited through authorized standardized testing procedures.

All CLEP exams must be taken by July 15 (summer semester), November 15 (fall semester), April 15 (spring semester) in order for those credits to be included in that particular semester. Any CLEP exam taken after those dates will be counted toward the following semester's course work. If these deadlines are not met, graduation will be postponed to the next conferral date.

*Refer to the CLEP section of the Evening and Weekend Programs for fees information.

STUDENT RESPONSIBILITIES

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As a member of student organizations and as an individual, the student assumes responsibility for knowing and complying with all existing regulations in the University Catalog, the *Student Guide to Resources, Rights, and Responsibilities*, and any rules and regulations subsequently promulgated through appropriate publication to the University community. Copies of the *Student Guide to Resources, Rights, and Responsibilities* and other publications may be viewed on the Division of Student Affairs Web site (www.lasalle.edu/studentaffairs).

GRADES AND GRADING SYSTEM

The course work of undergraduate students is graded and recorded at the end of each semester. Mid-semester progress reports for new students

are submitted to the Dean's Office by each instructor. All grades may be viewed, by the student, through the mylasalle portal.

Grades

A	Superior	I	Incomplete
B	Very Good	W	Withdrawal
C	Average	S	Satisfactory
D	Passable	U	Unsatisfactory
F	Failure	X	Audit

The final course grade is determined through evaluation of recitations, written assignments, and examinations, including mid-term and final examinations.

The following system of grades is used in measuring the quality of student achievement:

+/- Grading System:

In assigning grades, faculty have the option of using A-, B+, B-, C+, C-, or D+. Those faculty who do not want to assign +/- grades are not obligated to do so.

Incomplete:

The I grade is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination for reasons beyond his or her control. Make-up examinations for the Fall Semester must be completed before the opening day of the Spring Semester. All I grades that have not been removed within three weeks after the last regular examination of the semester become Fs. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the Dean of his or her school.

Withdrawal:

The W grade is assigned when a student **officially** withdraws from a course prior to its completion. The request for withdrawal from a course is filed with the student's Dean's Office (Non-Nursing evening students with the College of Professional and Continuing Studies). The request must be filed on or before the "Last day to withdrawal from a class," as published in the Academic Calendar located in the current edition of this bulletin and on the University Web site, www.lasalle.edu.

Satisfactory or Unsatisfactory:

Students may take up to two free electives under a pass/fail option. Students may request the pass/fail option in their Dean's Office within three weeks after the first day of the semester. The grade for a pass/fail course will be recorded as S or U. Such a grade will not affect the cumulative index, but semester hours graded S will be counted toward the total required for graduation. The purpose of this option is to encourage choice of challenging electives, including those outside the student's major field.

Audit:

The X grade is assigned for courses audited. After obtaining permission from the course instructor and the Dean, a student wishing to audit a course may sign up in the appropriate Dean's Office before the first day of class.

Courses Repeated:

If a student repeats a course, only the higher grade is counted toward graduation requirements and in the calculation of the G.P.A. A student who

wishes to repeat a course should consult with his or her academic advisor prior to registering for the course.

Grade Change:

Any change of final grade for a completed course must have the approval of the instructor's Dean. No grade will be changed after the baccalaureate degree is awarded.

SCHOLARSHIP INDEX

A scholarship index system is used at La Salle to determine a student's average grade. In determining the index, each letter grade is ascribed a numerical value, called grade points.

A	=	4 grade points
A-	=	3.67 grade points
B+	=	3.33 grade points
B	=	3.00 grade points
B-	=	2.67 grade points
C+	=	2.33 grade points
C	=	2.00 grade points
C-	=	1.67 grade points
D+	=	1.33 grade points
D	=	1.00 grade point
F	=	0.00 grade points

A grade point score is calculated for each course by multiplying the numerical equivalent of the letter grade by the number of semester hours. The index, or the average grade of all courses, is found by dividing the sum of the grade point scores for all courses by the total number of semester hours of course work attempted.

ACADEMIC PROGRESS

A full-time student is making adequate progress toward the degree if he or she has:

- completed within the academic year (fall, spring, and summer) 18 hours of new course work at satisfactory academic levels as indicated:
 - completed freshman status 1.50 or above*
 - completed sophomore status 1.75 or above*
 - completed junior status 2.00 or above*
 - within the senior year 2.00 or above*
- completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the Dean.

*See "Classification of Students" on page 18 for definition of status.

Note that guidelines for academic progress for financial aid are defined in the section entitled "Satisfactory Standards of Academic Progress for All Financial Aid."

DEANS' HONOR LIST

The Deans' Honor List is published at the termination of each semester. Those students who have a cumulative average of 3.4 and above are placed on the Deans' List. To be eligible for this list, a student must have complied with all the requirements of the University and must have earned 24 credits with letter grades A, B, C, or D at La Salle University.

Deans' List students are eligible for courses in the University's Honors Program.

ACADEMIC CENSURE

Academic censure is intended to be a service to the student who is in academic difficulty. It serves to alert some to the severity of their academic problem and to encourage them to seek the help and counsel they need. For others, it is the imposition of a time period away from academic endeavors to permit adjustment of priorities.

Academic censure may assume any one of three forms, depending on the student's academic standing. During the evaluation of student records at the end of each semester, a student will normally be subject to the form of academic censure indicated if the cumulative grade point average falls below the levels outlined.

For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year. Students having 0 to 23 such credits are considered to be in their freshman year; those having 24 to 53 such credits are in their sophomore year; those having 54 to 83 such credits are in their junior year; those having more than 83 such credits are in their senior year.

CENSURE POLICY FOR STUDENTS ENROLLED PRIOR TO FALL 2003

1. Probation. A student is placed on probation who has attained a cumulative grade point average of (a) less than 1.50 after any term in the freshman year, (b) less than 1.75 after any term in the sophomore year, (c) less than 1.90 after the first term in the junior year, (d) less than 2.00 after any other term in the junior year or during the senior year. Such a student will be continued on probation until he or she has satisfied the conditions for good academic standing.
2. Suspension. This is involuntary separation of the student from the University for a definite period of time, usually two semesters. No academic work done during a period of suspension will be accepted for a student's academic record at the University.
3. Dismissal. This is involuntary separation of the student from the University for an indefinite period of time. No academic work done during a period of dismissal will be accepted for a student's academic record at the University.

A student is liable to suspension or dismissal:

1. when he or she has attained a cumulative grade point average (a) less than 1.25 after any term in the freshman year, (b) less than 1.50 after any term in the sophomore year, (c) less than 1.75 after the first term in the junior year, (d) less than 1.90 after any other term in the junior year or during the senior year, or
2. when he or she is on probation for two successive semesters.

Decisions on probation, suspension, and dismissal will be made following determination of grades after the Fall and Spring semesters.

CENSURE POLICY FOR STUDENTS ENROLLED BEGINNING FALL 2003

Academic censure policies have been revised for all new students matriculating in the Fall 2003 semester or later. These changes pertain to two factors:

- Threshold G.P.A.
- Suspension rules

I. Threshold G.P.A.:

Probation. A student is placed on probation when he or she has attained a cumulative grade point average of (a) less than 1.75 after any term in the freshman year, (b) less than 1.9 after any term in the sophomore year, (c) less than 2.0 after any term in the junior or senior year.

II. Suspension Rules:

A student will be liable for suspension when he or she has attained a cumulative G.P.A. for two or more successive semesters that falls below the respective threshold G.P.A.s for those semesters, based on the student's respective year."

A student will be liable for suspension when he or she has attained a cumulative G.P.A. for two or more successive semesters of (a) less than 1.75 during the freshman year, (b) less than 1.9 during the sophomore year, (c) less than 2.0 during the junior or senior year.

During the suspension period, the student may elect one of the following options:

1. He or she would not participate in any academic coursework either at La Salle or any other institution for a one-year period.
2. He or she could take coursework at La Salle as a non-matriculating student to demonstrate sufficient academic progress as determined by the Dean's Office. At most two courses may be taken in one semester. This option may only be elected once in a student's total academic career.
3. He or she may take courses at another institution. This option may only be elected once in a student's total academic career and it can take the form of one of the following two time frames.

Time frame #1

For consideration of early return (less than one year), a student must take four courses and a minimum of 12 credits in one semester with the following caveats:

- No grade in any course can be lower than a C.
- Course failures at La Salle can only be repeated at La Salle University.
- Course selection must be pre-approved by the appropriate La Salle Dean's Office.
- The G.P.A. for the work undertaken at another institution must be greater than or equal to a 2.5.

Time frame #2

During the year of suspension, a student can take a maximum of four courses at another institution. The courses must meet the following conditions:

- No grade in any course can be lower than a C.
- Course failures at La Salle can only be repeated at La Salle.
- Course selection must be pre-approved by the appropriate La Salle Dean's office.

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Regularly enrolled La Salle students who are in good standing may be approved to take courses at other institutions, subject to department or school restrictions.

Please note:

- Students are not permitted to take more than 12 credits in transfer after they have 60 credits and prior to 90 credits on their La Salle transcript.
- Major courses may not be taken at other institutions.

- Credit is transferred only for grades of C (2.0) or better; however, the letter grade is not included in the computation of a student's academic index at La Salle.
- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a "W" grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's school or from the Office of Continuing Studies two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University must be obtained in advance from the Dean's Office of the students school.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the Dean's Office/Office of Continuing Studies for inclusion in the student's record.

The Transfer Credit requirement and Residency requirement are repeated here from other sections of this bulletin because of their impact on courses taken at other institutions.

Transfer Credit requirement

- A total of 70 credits is the maximum number that can be transferred to La Salle from other institutions.

Residency requirement

- Students are required to take their last 30 credits at La Salle.

TRANSFER POLICY

La Salle University will accept college transfer credits for high school students who have participated in college programs only where all the following conditions have been fulfilled:

- The course for which college credit is asked must have been taught on the college campus by a member of the college faculty.
- The course must have been open to enrollment by and graded in direct competition with regularly matriculated students attending that college.
- The course must have been a part of the normal curriculum published in the college's catalog.

College credit will not be given where a course is taken in the high school and is then recorded on a college transcript.

RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of C or better in each course may request in writing from the Dean of their school a "transcript renewal." Should the request be granted, the student will have the option of having all Fs renewed or all Fs and all Ds renewed. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

REQUIREMENTS FOR A DEGREE

Students who will complete requirements for a degree in a given semester must make a written application for graduation at the time specified by the Registrar. Commencement exercises are held annually in the spring. Diplomas are issued three times a year—on September 15, January 15, and on the date of the Commencement exercises. Students who have three or fewer courses remaining to be fulfilled for their degree requirements will be eligible to participate in May Commencement exercises but will not be awarded a degree. Students receiving diplomas in September or January are invited to participate formally in the Commencement exercises of the following May.

A candidate for the baccalaureate degree must have completed 120 semester credit hours that satisfy curricular requirements and that include at least 38 courses of three credit hours or more.

Certain curricula may require a number of hours exceeding this minimum. In addition to completing the required number of courses and hours, the student must also:

1. have obtained a C average or cumulative index of 2.00 in the total program of studies,
2. have fulfilled all course requirements controlled by the major department with a C average or a cumulative index of 2.00 in those courses,
3. have fulfilled the Core Requirements.
4. Students are required to take their last 30 credits at La Salle.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE:

La Salle will award either a B.A. or a B.S. degree to a student who has already earned a bachelor's degree from an accredited institution if these conditions are met:

1. The student will obtain written permission from the appropriate Dean and Chair.
2. If the student holds a bachelor's degree from La Salle, he or she will meet substantial requirements for the major as determined at the time the student matriculates in the second degree program. A minimum of 30 credit hours would be required.
3. If the student holds a bachelor's degree from another institution, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.
4. The student is required to take the last 24 credits at La Salle.

HONORS

The bachelor's degree with honors is conferred on a student who has completed his or her courses at the University with an average of all marks not lower than 3.4 and who has not incurred the penalty of loss of good standing for disciplinary reasons.

The candidate for the bachelor's degree who has earned an average of 3.8 in all courses is graduated with the distinction Maxima Cum Laude.

The candidate who has earned an average of 3.6 is graduated with the distinction Magna Cum Laude.

The candidate who has earned an average of 3.4 is graduated with the distinction Cum Laude.

COURSE WITHDRAWAL/WITHDRAWAL FROM THE UNIVERSITY

It is the students' responsibility to notify the University in the event that they need to withdraw from a course(s) or withdraw from the University entirely.

COURSE WITHDRAWAL

Students may withdraw from a course(s) prior to its completion under the following conditions:

1. Students must have approval from their Dean's Office (non-nursing evening students with approval of their academic adviser in the College of Professional and Continuing Studies).
2. Students must file a Course Withdrawal form with their Dean's Office (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies) by the "Last day for withdrawal from classes," published in the Academic Calendar, located in the current edition of this catalog, and located on the University's Web site, www.lasalle.edu. Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).
3. Students should consult with their Financial Aid Counselor and/or Veteran's Benefits Coordinator to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the International Education Associates at the Multicultural and International Center.

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by filling out the Course Withdrawal form in their Dean's Office (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies). Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. **A "W" designation will only be assigned upon official withdrawal from a course.**

WITHDRAWAL FROM THE UNIVERSITY

Students who opt to withdraw from the University must:

1. Complete the Withdrawal from the University* form and Non-Returning Student Questionnaire in their Dean's Office (Please note: non-nursing evening students must consult with their adviser in the College of Professional and Continuing Studies).

* In order to receive a "W" designation for coursework, students must withdraw on or before the "Last day for withdrawal from classes," published in the Academic Calendar, located in the current edition of this catalog, and located on the University's Web site, www.lasalle.edu. After this date, grades will be assigned that reflect the result of entire semester's attendance and performance in the coursework.

The date of filing the Withdrawal from the University form is considered as the date of withdrawal from the class(es) and the University.

2. Meet with an Assistant Dean in their Dean's Office.
3. Contact the Financial Aid and Bursar's offices to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.
4. Resident Students: Contact the Housing Services Coordinator.
5. Students should also consult their Veteran's Benefits Coordinator to understand how this change in their enrollment status may affect their future aid. Additionally, international students should contact one of

the International Education Associates at the Multicultural and International Center.

Ceasing to attend classes does not constitute a withdrawal from the University; students must officially withdraw by filling out the Withdrawal from the University form in their Dean's Office (non-nursing evening students with their academic adviser in the College of Professional and Continuing Studies). Ceasing to attend without officially withdrawing will result in the student receiving grades for all coursework, possibly failing grades. **A "W" designation will only be assigned to coursework upon official withdrawal from the University.**

La Salle University does not grant students a leave of absence after the official beginning of classes. Students who wish to leave the University, temporarily during a semester must file a request for withdrawal through their Dean as indicated in the section above.

TRANSCRIPTS

Students may apply at the University Registrar's Office for a transcript of their collegiate work. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

A fee of \$5 is charged per transcript. The University requires at least one week's notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.



**SCHOOL OF
ARTS AND SCIENCES**



The School of Arts and Sciences offers general or liberal arts programs and programs in science and mathematics. Within these two areas you may further specialize in a major field of study. In the liberal arts, the Bachelor of Arts degree is offered in American Studies, Art History, the Classics, Communication, Criminal Justice, Economics, Education, English, French, German, History, Italian, Philosophy, Political Science, Religion, Russian, Sociology, and Spanish. Concentration in the science area may lead to a B.A. degree in Biochemistry, Biology, Chemistry, Computer Science, Digital Arts and Multimedia Design (DArt), Environmental Science, Geology, Mathematics, or Psychology; or a B.S. degree in Computer Science, Information Technology, Mathematics, or Integrated Science, Business, and Technology.

The School also offers programs designed as preparation for health professions, law, public administration, teaching, social work, and work in criminal justice. The Bachelor of Social Work degree is conferred upon Social Work graduates.

PREPARATION FOR THE HEALTH PROFESSIONS

Students preparing for careers in the health professions (medicine, dentistry, veterinary medicine, podiatric medicine, optometry) traditionally major in biology or chemistry. However, students may elect to major in any program provided they schedule the required science and mathematics courses to support their applications. The courses specified by the Association of American Medical Colleges for Medical School applicants are generally applicable as minimal requirements for most of the health professional schools. They are:

General Chemistry	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours
Biology	8 semester hours
Mathematics (to Calculus)	0-6 semester hours

Most professional schools will accept these as minimal preparation, but may recommend additional courses. Students should be alert to the fact that professional schools are interested in demonstration of aptitude in science and mathematics, and the courses taken must be those normally rostered by majors in these areas, not courses offered for non-major election.

In the normal application process to health professional schools, the applicant's full undergraduate record is scrutinized. The strong liberal arts component in the La Salle curriculum will provide evidence of broad interest and rounded academic development. Evidence of leadership and active interest in associated activities will lend strong additional support to applications. Volunteer work in the particular health profession is also necessary.

Normally the competition for placement in these programs results in high acceptance standards. Grade point averages ranging from 3.4 to 4.0 are representative of levels expected in these programs. Students are encouraged to consult with their health professions advisor concerning admissions criteria at various schools.

PREPARATION FOR TEACHING

The teacher preparation program leads to eligibility for an Instructional I certificate to teach in either the elementary or secondary schools or to teach students with special education needs in elementary and secondary schools of Pennsylvania. The Pennsylvania Department of Education has granted program approval in the preparation of teachers of biology, chemistry, communication, earth and space science, elementary education, English, French, German, Italian, Latin, mathematics, Spanish, special education, and citizenship education. Students who satisfactorily complete the University's requirements in these areas are recommended by the Education Department faculty for a teaching certificate. Those planning to teach outside of Pennsylvania should familiarize themselves with certification requirements elsewhere.

For details on specific requirements in each area of certification, please see the director of the appropriate program (elementary and special education or secondary education).

PREPARATION FOR LAW

Law schools do not prescribe particular curricula for admissions. La Salle University, therefore, approaches the preparation for law on an individualized basis, tailoring the program of each student to individual needs and desires. Thus, students may major in English, Political Science, History, Sociology, Business, etc., as preparation for law. In addition, La Salle offers a number of courses of particular interest to students interested in pursuing law careers, which may be taken as electives.

The Pre-Law Program offers the student a coordinated approach to course selection, preparation for the Law School Admission Test (LSAT), and both academic and admissions counseling. In addition, it provides many programs and panel discussions through the St. Thomas More Pre-Law Society. The Coordinator of Pre-Law Programs gathers, collects, and disseminates to students appropriate information concerning legal education and the legal profession and informs students of special opportunities throughout the academic year. Pre-law advisors are available to guide students on an individualized basis with emphasis on particular needs.

PREPARATION FOR CRIMINAL JUSTICE PROFESSIONS

Students preparing for careers in criminal justice professions pursue a curriculum that combines liberal arts with intensive coursework in the behavioral and social sciences and specialized courses in Criminal Justice. A major in Criminal Justice qualifies the student for admission to graduate programs in criminal justice and prepares the student for entry-level positions in law enforcement, judicial administration, probation, parole, and correctional administration.

PREPARATION FOR SOCIAL WORK

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The Program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills, and values of the social work profession. Building upon the liberal arts foundation of the university,

the program prepares students for generalist social work practice in the urban community.

Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings. The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (B.S.W.), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study. Many M.S.W. (Master in Social Work) programs offer advanced standing to qualified B.S.W. graduates, which can reduce the time required to obtain the M.S.W. from two years to one year.

THE CORE CURRICULUM

Offering sustained study in a broad range of disciplines, the Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings towards humane reforms.

The Core Curriculum clusters requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First Year Odyssey," and "Understanding at Home and Abroad."

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in Writing, Public Speaking, Mathematics, and Computer Science.

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. The "Frameworks of Scientific Understanding" category includes courses in Economics, Political Science, Psychology, Sociology, Biology, Chemistry, Geology, and Physics.

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (Religion, Philosophy, Literature, History, Fine Arts, and Foreign Languages) will enable students to develop these capacities.

"The First Year Odyssey" refers to the one-credit program, that introduces students to La Salle University and the City of Philadelphia through activities such as field trips and campus-wide programs. Students participate in the First Year Odyssey in special First Year Odyssey sections.

"Understanding at Home and Abroad" refers to fostering the Christian Brothers' ideals of community, social justice, and compassionate under-

standing across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a "house" (🏠 Understanding at Home) and one course designated by the symbol of a "plane" (✈ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of such projects.

THE DOUBLES PROGRAM

A major feature of the Core is the Doubles program. All students will be required to enroll in a "Double" during the freshman year. Doubles are thematically linked core courses in different disciplines. In the Doubles program, students will explore some or all of the topics in these courses under the guidance of two professors. A sense of academic and social community forms more readily in Doubles courses than in traditional courses because students take both courses with the same small group of students.

CORE COURSES

All courses in the Core may be counted toward any minor or major, barring exclusions by the academic departments sponsoring the minor or major. To complete the Core requirements, most Arts and Sciences majors must complete a maximum of 19 courses, School of Business majors, a maximum of 16 courses, and School of Nursing majors, a maximum of 15 courses. See sections on the School of Business and School of Nursing and Health Sciences for additional information about the Core requirements for majors in those fields.

POWERS COURSES

- English 107 (may be waived by the English Department)
- English 108
- Mathematics 150 (may be waived by decision of the University before you begin course work)
- Communication 150 or Business 150
- Computer Science 151 or 152 (may be waived through an exemption exam)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (one course from the following disciplines)

- Biology
- Chemistry
- Geology
- Physics

Social Sciences (two courses, one from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

(two courses in each of five areas, followed by a third course in one of the five areas – for Arts and Sciences majors)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.

MODEL ROSTER — ARTS AND SCIENCES

Freshman Year

Fall	Spring
Core Writing	Core Writing
Core Computer Science or Communication	Core Communication or Computer Science
Core Religion or Philosophy	Core Religion or Philosophy
Major Course	Major Course
Major Course or Core Elective*	Major Course or Core Elective*

Sophomore Year

Fall	Spring
Core Math or Science	Core Math or Science
Major Course	Major Course
Major Course or Core	Major Course or Core
Core Course	Core Course
Core Course	Core Course

Junior Year

Fall	Spring
Major Course	Major Course
Major Course or Core	Major Course or Core
Core Course	Core Course
Core or Elective*	Core or Elective*
Elective*	Elective*

Senior Year

Fall	Spring
Major Course	Major Course
Major Course	Major Course
Major or Elective*	Major or Elective*
Elective*	Elective*
Elective*	Elective*

*Elective courses in the Freshman and Sophomore years should be used to complete the Core. Elective courses in the Junior and Senior years should be used to complete dual majors, minors, or for personal enrichment.

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD ***I. Powers (5 courses)**

- A. Writing I¹
- _____
- B. Writing II
- _____
- C. Numbers¹
- _____
- D. Speech
- _____
- E. Information Technology²
- _____

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
1. Economics or Political Science
 2. Psychology or Sociology

III. Patterns of Meaning (11 courses)

- A. Religion
1. _____
 2. _____
- B. Philosophy
1. _____
 2. _____
- C. Literature³
1. _____
 2. _____
- D. History
1. _____
 2. _____
- E. Fine Arts
1. _____
 2. _____
- OR
- Foreign Language
1. _____
 2. _____
- Concentration Option
- _____

Students will select an approved third course in one of the Patterns areas.

IV. Major Requirements (number varies by department)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives (number varies)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





1 May be waived by decision of the University before you begin course work.

2 May be waived by Challenge Examination before you begin course work.

3 May be in English Literature or in Foreign Literature in English Translation.

***This curriculum progress chart is subject to department requirements and restrictions.**
Students should consult with their academic advisor for proper selection of courses.

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

AMERICAN STUDIES**FACULTY**

Francis J. Ryan, Ed.D., Director
 Professor: Ryan
 Associate Professors: Leibiger, Musser
 Assistant Professor: Grauke

American Studies is an interdisciplinary program that examines American life and culture through the content and methodologies of multiple academic disciplines. Within this interdisciplinary context, students will understand that American civilization is a rich tapestry of numerous cultures marked by, among other features, an intersection of race, ethnicity, gender, and class. These many cultures ideally participate in a larger tradition that is guided by the principles of equality, freedom, and democracy and that is embedded in the myths, rituals, and symbols that undergird and animate American beliefs, values, institutions, and public forms of expression. These principles and traditions are reflected in varying degrees in American history, literature, religion, fine arts, film, social science, and philosophy. Students will examine the American experience as depicted in these disciplines and as presented in three interdisciplinary courses that are designed to foster interdisciplinary perspectives and related modes of analysis.

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN AMERICAN STUDIES: 15 COURSES;
 DUAL MAJORS: 10 COURSES.**

Three integrating courses:

- **AMST 100** Introduction to American Studies
- **AMST 200** Themes and Topics in American Culture
- **AMST 400** Capstone Seminar in American Studies

Three courses in American topics that may meet “Patterns” requirements:

- One American history course
- One American literature course
- One American art course.

Five controlled electives:

- One reflecting American culture in the social sciences
- One in American religion
- One in American philosophy
- One in American music
- One in American film

Four elective courses:

- Four electives, three of which must be in the same academic discipline or in a thematic cluster (e.g., in Gender Studies, in Race and Ethnicity, or in a specific time period) at the 300 or 400 level. The fourth elective may be chosen from any University course relating to American culture

■ **REQUIRED FOR MINOR IN AMERICAN STUDIES: 6 COURSES.**

- **AMST 100** Introduction to American Studies
- **AMST 200** Themes and Topics in American Culture
- American history
- American literature
- AMST elective
- AMST elective

COURSE DESCRIPTIONS

AMST 100 (F, S)

INTRODUCTION TO AMERICAN STUDIES
3 credits



This course introduces students to interdisciplinary modes of analyzing American culture. Core readings across disciplines will be supplemented by instruction and practice in various research strategies, including oral history, use of AMST-related data bases, and critical deconstruction of primary sources, that focus on the intersection of race, ethnicity, class, and gender. Readings, films, field trips, and activities will also emphasize the use of myths, symbols, and images in analyzing the American experience. Open to non-majors; no prerequisites.

AMST 200 (F, S)

THEMES AND TOPICS IN AMERICAN CULTURE
3 credits

This course focuses on one American theme or topic (e.g., “The Family in American Culture,” “The City in American Life”) and examine it from the perspectives of multiple academic disciplines. The course builds on and refines the analytic skills presented in AMST 100 and it provides opportunities for students to draw on, integrate, and synthesize content from AMST core discipline courses, as well as from AMST controlled electives. Prerequisite: AMST 100. (May be repeated for credit as topic varies)

AMST 400 (F, S)

CAPSTONE SEMINAR IN AMERICAN STUDIES
3 credits

This seminar, limited to 15 students, requires core readings on a selected theme as well as refinement of research skills relevant to the completion of a major research project. Prerequisites: AMST 100, AMST 200.

American Studies Core Courses:

- **COM 204** Film As Art
- **ECN 340** American Economic History
- **ECN 351** Environmental Economics
- **ECN 455** Public Finance
- **ENG 266** Literature and Culture of America Beginnings to 1860*
- **ENG 267** Literature and Culture of America 1861-1911*
- **ENG 268** Literature and Culture of America Since 1912*
- **ART 211** American Architecture*
- **ART 320** Art After 1945*
- **MUS 110** Jazz*
- **MUS 203** America's Music*
- **MUS 214** America's Popular Music*
- **HIS 300** The United States to 1877*
- **HIS 305** The United States from 1877 to the Present*
- **HIS 324** History of Philadelphia*
- **HIS 329** The American Woman*
- **HIS 331** America's Military Past*
- **HIS 333** The American Immigrant*
- **HIS 337** The Black Experience in America*
- **HIS 342** History of Westward Movement*
- **HIS 347** Presidential Politics: Roosevelt to Reagan*
- **HIS 402** The American Revolution*
- **HIS 413** Jeffersonian-Jacksonian Democracy*
- **HIS 415** The Civil War*
- **HIS 429** The Emergence of Modern America, 1877-1913*
- **PHL 303** American Philosophy

- **POL 215** Public Administration
- **POL 301** State and Local Government
- **POL 302** American Constitutional Law I
- **POL 303** American Constitutional Law II
- **POL 304** Congress and the Legislative Process
- **POL 305** The President and the Executive Branch
- **POL 310** Political Parties Elections
- **POL 311** Women in Politics
- **POL 314** Media and Politics
- **POL 363** The American Political Tradition
- **REL 244** Religion in America
- **REL 345** Religion in Philadelphia
- **SOC 260** Sex, Power, and Socialization
- **SOC 262** Dynamics of Diversity
- **SOC 308** Class, Status, and Power
- **SOC 309** Health, Healing, and Health Care
- **SOC 312** Social Change and Social Movements

*May meet Concentration Option in “Patterns of Meaning” in University Core

ART HISTORY

(See Fine Arts)

BIOLOGY

FACULTY

Norbert F. Belzer, Ph.D., Chair

Professors: Ballough, McPhillips

Associate Professors: Belzer, Mickle, O'Connor, Seitchik

Assistant Professor: Samulewicz

Lecturers: Fella-Pleier, Ferrant, Garcia, Hazell, Lutz, Pacitti, Palma, Ranjo, Scott

FRAMEWORKS COURSES

Natural Science

- **BIO 157, 158**

REQUIREMENTS

■ REQUIRED FOR MAJOR IN BIOLOGY:

- **BIO 210**
- **BIO 220**
- **BIO 230**
- **BIO 412**
- **BIO 418**
- additional Biology courses to total a minimum of 33 credit hours.

BIO 210 is a prerequisite for all higher courses. **BIO 210, 220, and 230** form a “core.” These courses are taken in this order and must be successfully completed before registering for higher-level courses. College Chemistry is a prerequisite for 300/400 level BIO courses.

- **CHM 111-112, 201-202**

- **PHY 105-106**
- **MTH 120**
- Completed Portfolio

(Please note: 100-level Biology courses do not fulfill Biology major requirements; college Chemistry is a prerequisite for 300/400-level BIO courses.)

■ REQUIRED FOR MINOR IN BIOLOGY:

- **BIO 210**
- **BIO 220**
- **BIO 230**
- 3 additional courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level Biology courses do not fulfill Biology minor requirements. **BIO 210** is a prerequisite for all higher numbered BIO courses; college Chemistry is a prerequisite for 300/400-level BIO courses.)

■ REQUIRED FOR LIFE SCIENCE MINOR:

- **CHM 111 or 161**
- **BIO 210**
- 4 additional Biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college Chemistry is a prerequisite for 300/400-level BIO courses.)

■ REQUIRED FOR MAJOR IN SECONDARY EDUCATION/BIOLOGY

- **MTH 120**
- **PHY 105-106**
- **CHM 111-112 AND 201-202**
- **BIO 210, 220, 230**
- A minimum of 4 additional BIO courses from the 300/400 level (these courses must be approved by the Biology Department Chairperson)

(Please note: 100-level Biology courses do not fulfill BIO requirements.)

Non-biology majors planning to roster 200/300/400-level BIO courses must secure the permission of the Biology Department Chairperson.

A Biology Concentration in Environmental Science is available. See page 66 for requirements.

COURSE DESCRIPTIONS

BIO 157 (F, S)

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH
3 credits/Frameworks

A foundation biology course for non-majors that places an emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students' lives. Topics will include human influence on patterns and products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

BIO 158 (F, S)

LIFE SCIENCE: A HUMAN APPROACH
3 credits / Frameworks

A foundation biology course for non-majors that places an emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide oppor-

tunity for in-depth exploration of life, and establish a relevance to students' lives. Topics will include: maintaining dynamic equilibrium in humans, human reproduction and inheritance, and human growth and differentiation.

BIO 180 (F)

INTRODUCTION TO BIOLOGY
3 credits / Frameworks

A course designed to familiarize students with some basic concepts in biology and chemistry. The course uses a combination of lecture, laboratory, problem-solving, and critical-thinking techniques. Permission of the Biology Department Chairperson required.

BIO 161-162 (F, S)

ANATOMY AND PHYSIOLOGY
4 credits

A basic course in the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours of lecture, two hours of laboratory; two terms. BIO 161 is a prerequisite for BIO 162.

BIO 163 (F, S)

CLINICAL MICROBIOLOGY
4 credits

Structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

BIO 210 (F, S)

CELLULAR BIOLOGY AND GENETICS
4 credits

An introduction to the principles of cellular and molecular biology and genetics. Topics include basic biochemistry, cell structure and function, cellular reproduction, and molecular and classical genetics. Three hours lecture, two hours laboratory. Prerequisite: high school or college chemistry.

BIO 220 (F, S)

STRUCTURE AND FUNCTION OF ORGANISMS
4 credits

An introduction to the principles of plant and animal form and function. Emphasis will be placed on the correlation of structure and function of the major organ systems of plants and animals. Laboratory sessions will focus on physiological phenomena. Three hours lecture, two hours laboratory.

BIO 230 (F, S)

DIVERSITY, EVOLUTION, AND ECOLOGY
4 credits

An integrated study of evolutionary principles and mechanisms, the diversity of life, ecosystem structure and dynamics, human interaction with ecosystem components, and the biological basis of behavior. Three hours lecture, two hours laboratory.

BIO 301 (F)

COMPARATIVE VERTEBRATE ANATOMY

4 credits

Comparative systemic anatomy of the vertebrate classes; hypotheses of origin and radiation of the phylum Chordata. Laboratory dissections of representative Chordates from amphioxus to mammal. Two hours lecture, four hours laboratory.

BIO 303 (F)

MICROBIOLOGY

3 credits

Structure, growth, identification, and control of microorganisms of major medical, environmental, and industrial importance; molecular control and genetics of bacteria and viruses; immunology; microbial pathogenesis; and epidemiology of infectious diseases of humans. Two hours lecture, two hours laboratory.

BIO 305 (F)

GENERAL PHYSIOLOGY

3 credits

A lecture-laboratory course that examines the metabolic processes and associated physiochemical phenomena of vertebrates. Current hypotheses of neural, endocrine, respiratory, cardiovascular, and digestive physiology will be studied. Two hours lecture, two hours laboratory.

BIO 306 (S)

NEUROBIOLOGY

3 credits

A lecture-laboratory study of the nervous system, including principles of membrane biophysics, cellular neurophysiology, systems neurophysiology, and neuroanatomy. Two hours lecture, two hours laboratory.

BIO 308

METHODS IN BIOLOGICAL RESEARCH

3 credits

A laboratory course designed to give hands-on experience in proper use of laboratory equipment, care of laboratory animals, common histological and cytological techniques, tissue culture, use of radioisotopes in research, and experimental design; for students interested in a research career. One hour lecture, four hours laboratory. Permission of Chair required.

BIO 310 (S)

GENETICS

3 credits

An introduction to genetics at the molecular, cytological, and organismal level. Included are the thorough coverage of Mendelian and other basic transmission genetics phenomena in the light of our knowledge of DNA and cell structure and function; Mutation and Mutagenesis; and an introduction to recombinant DNA. Two hours lecture, two hours laboratory.

BIO 312

RADIOBIOLOGY

3 credits

Theory of the production, detection, and measurement of ionizing radiations; use of ionizing radiations in research and medicine; effect of ionizing radiations on life forms. Two hours lecture, two hours laboratory.

BIO 314 (S)

BIOMETRICS

3 credits

Analysis of experiments and research data in quantitative biology. Descriptive and inferential statistics, including probability distributions, analysis of variance, regression, and correlation. Three hours of lecture.

BIO 315

PLANT PHYSIOLOGY

3 credits

Metabolic and physical processes of plants. Emphasis on photosynthesis, photorespiration, mineral nutrition, transpiration, phloem transport, intermediary metabolism, and hormonal activity. Two hours lecture, two hours laboratory.

BIO 316

PLANT ANATOMY

3 credits

Structure of plant tissues and organs, particularly those of higher vascular plants. Emphasis on vegetative organs, but reproductive organs are discussed. Structure correlated with function and/or habitat. Two hours lecture, two hours laboratory.

BIO 317

INVERTEBRATE ZOOLOGY

4 credits

Life processes, phylogenetic advances, and basic classification of the major pre-chordate phyla with emphasis on their evolution and ecology. Three hours lecture, two hours laboratory.

BIO 318

EVOLUTION

3 credits

A presentation and analysis of the evidence for the evolution of life. Major topics include the origin of life and cellular organelles as well as the development of the diversity of life present today. Heavy emphasis on the ideas of Charles Darwin as expanded and modified by evidence from modern population genetics, cytogenetics, and molecular biology. Three hours lecture.

BIO 319

THE PLANT KINGDOM

4 credits

Functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Three hours lecture, two hours laboratory.

BIO 400 (S)

MARINE BIOLOGY

3 credits

A contemporary view of the dynamics establishing community structure in pelagic, estuarine, mangrove tidepool, coral reef, hydrothermal vent, and intertidal ecosystems. Structural, functional, behavioral, and adaptive modifications of marine organisms will be examined. Three hours lecture; field trip(s) typically included.

BIO 401

TAXONOMY OF THE SEED PLANTS

3 credits

A survey of seed-forming plants with emphasis on flowering plants. Lectures emphasize the principles of identification, classification, systematics as well as economic importance of selected families of seed plants. Two hours lecture, two hours laboratory.

BIO 402 (F)

CELL BIOLOGY

3 credits

Physical properties, chemical structure, and metabolism of simple and specialized cells; recent advances in the techniques of cell culture and investigation. Two hours lecture, two hours laboratory.

BIO 403 (S)

PRINCIPLES OF ECOLOGY

3 credits

Basic concepts of ecology and a broad introduction to overall biosphere functioning. Major topics include energy flows; nutrient cycles; environmental conditions and their importance; plants and animals at the individual, population, and community level; and the overall functioning and development of the major terrestrial and aquatic ecosystems. Three hours lecture.

BIO 404 (F, odd numbered years)

FIELD ECOLOGY

3 credits

Field and laboratory projects/research at La Salle's Penlllyn Biostation and other sites. Prerequisite: BIO 403 or permission of instructor, six hours laboratory and field work.

BIO 405 (S)

HISTOLOGY

4 credits

An examination of the minute and ultra structure of mammalian primary tissues together with their functional relationships in the formation of major organ systems; histological basis of function is stressed. Three hours lecture, three hours laboratory.

BIO 406 (S)

DEVELOPMENTAL BIOLOGY

3 credits

The molecular and genetic analysis of development and differentiation. Some descriptive morphogenesis is considered. Two hours lecture, two hours lab.

BIO 412 (F)

BIOCHEMISTRY

4 credits

The course demonstrates the principles of basic biochemistry while focusing on the interrelationships between those biochemical pathways that provide energy and those that provide the basic molecular species for synthesis. Topics include bioenergetics, low molecular weight biosynthesis, enzyme function and kinetics, and metabolic control. Three hours lecture, three hours laboratory. Prerequisites: CHM 201 and 202.

BIO 418 (S)

MOLECULAR BIOLOGY

3 credits

A survey course that will examine the basic concepts of molecular biology. Topics include mechanisms and regulation of DNA replication, transcription and translation, recombinant DNA technology, molecular aspects of gene interaction and recombination, cellular transformation, and the molecular biology of the nervous and immune systems. Three hours lecture (taken alone or concurrently with BIO 419). Prerequisite: BIO 412.

BIO 419 (S)

MOLECULAR BIOLOGY LABORATORY

1 credit

This course focuses on exercises that emphasize the basic techniques currently utilized in molecular biology. Students will isolate, clone, and characterize a bacterial gene. Laboratory techniques include gel electrophoresis, restriction endonuclease digestion analysis, nucleic acid purification and identification, genetic recombination, molecular cloning, recombinant selection, and ELISA. Three hours laboratory. Corequisite or prerequisite: BIO 418.

BIO 460 (F, S, Summer)

COOPERATIVE EDUCATION/INTERNSHIP

3 credits

Normally full-time, paid employment at a cooperating institution/company to provide on-the-job training (part-time positions may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: 3.0 G.P.A.

BIO 470

SPECIAL TOPICS IN BIOLOGY

3 credits

Periodically, a course will be offered that deals in detail with a topic of interest in current biological research. Students may be asked to write library research paper(s) and present a seminar.

BIO 480-481 (F, S)

BIOLOGICAL RESEARCH

3 credits

For election by qualified students contemplating advanced studies. Intended to provide actual research experience under staff supervision. Students are required to present a seminar on their work and to prepare a poster. Permission of Chair required. Hours to be arranged.

CHEMISTRY/BIOCHEMISTRY

FACULTY

Thomas S. Straub, Ph.D., Chair
Professors: Cichowicz, Jones, Price, Straub
Assistant Professors: Gentry, Prushan

FRAMEWORKS COURSE

Natural Science

- CHM 150, 152

REQUIREMENTS

■ REQUIRED FOR MAJOR IN CHEMISTRY:

- CHM 111-112
- CHM 201-202
- CHM 212
- CHM 301-302
- CHM 311
- CHM 320
- CHM 403
- CHM 411
- MTH 120 (It is strongly suggested that Chemistry majors begin with Mathematics 120 as freshmen.)
- MTH 221
- PHY 105-106

■ REQUIRED FOR MAJOR IN BIOCHEMISTRY:

- Requirements are identical to those for Chemistry major, with the substitution of **CHM 412** for **CHM 320**.

The department suggests that all majors have at least 400 hours of lecture and 500 hours of laboratory work, CSC 152, a second computer-based course, and/or a reading knowledge of a foreign language. Advanced work in chemistry and research experience are recommended. This additional work may qualify a major for accreditation by the American Chemical Society. The Chemistry Program is accredited by the American Chemical Society.

A Chemistry Concentration in Environmental Science is available. See page 66 for requirements.

COURSE DESCRIPTIONS

CHM 111 (F) - 112 (S)

GENERAL CHEMISTRY
4-8 credits

A general course based on physical principles; emphasis on elementary thermodynamics with applications to gases, solutions, heats of reaction, electrochemistry, ionic and non-ionic equilibria. Concepts of elementary quantum mechanics applied to spectral concepts and the theory of the chemical bond. Reaction kinetics applied to reaction mechanisms. Descriptive chemistry of the representative elements and transition metal complexes. Laboratory examines qualitative and quantitative aspects of chemistry. Prerequisite: CHM 111 with a grade of C- or better for CHM 112. Three hours lecture, three hours laboratory.

CHM 150 (F, S)

CONSUMER CHEMISTRY
4 credits / Frameworks

A non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, or synthetic materials. No prior knowledge of chemistry required. Four hours lecture/laboratory sessions.

CHM 152 (F, S)

CRIMINALISTICS FOR NON-PHYSICAL-SCIENCE MAJORS
4 credits/Frameworks

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. Of necessity, the course will be numerical in nature, but not math-intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields and will employ hands-on learning activities and laboratories, group work, and the traditional lecture format to convey the course material. Four hours lecture/laboratory sessions.

CHM 161 (F)

CHEMISTRY OF THE LIFE SCIENCES
4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Prerequisite: high school algebra. Three hours lecture, three hours laboratory.

CHM 201 (F) - 202 (S)

ORGANIC CHEMISTRY
4-8 credits

Chemistry of carbon compounds with emphasis on structure, stereochemistry, synthesis, and reaction mechanisms. Application in allied fields. Laboratory introduces techniques involved in organic synthesis, analysis, and study of reaction mechanisms. Intended for majors in Chemistry and Biology and all students pursuing careers in the health professions. Prerequisites: CHM 111-112, CHM 201 with a grade of C- or better for CHM 202. Three hours lecture, three hours laboratory.

CHM 212 (S)

QUANTITATIVE ANALYSIS
4 credits

Neutralization, oxidation-reduction, chemical equilibria, colorimetry, and the methods of quantitative chemical analysis. Thorough training in volumetric, gravimetric, and colorimetric techniques. Prerequisite: CHM 112. Three hours lecture, three hours laboratory.

CHM 262 (F)

ORGANIC CHEMISTRY FOR THE LIFE SCIENCES
4 credits

A one-semester course in organic chemistry designed to be particularly applicable to students interested in the health sciences. The subject matter includes organic chemistry principles (the naming of compounds, identification of functional groups, chemical reactions, etc.). An effort will be made to make the examples and problems as health-related as possible. Prerequisites: CHM 161 with a grade of C- or better.

CHM 263 (S)**BIOCHEMISTRY FOR THE LIFE SCIENCES**

3 credits

A one-semester course in biochemistry designed to be particularly applicable to students interested in the health sciences. The subject matter includes biochemical principles (identification and properties of proteins, carbohydrates, lipids, and nucleic acids, metabolic pathways, etc.). An effort will be made to make the examples and problems as health-related as possible. Prerequisites: CHM 262 with a grade of C- or better.

CHM 265 (S)**CRIMINALISTICS FOR PHYSICAL SCIENCE MAJORS**

4 credits

Criminalistics for Physical Science Majors is a course for physical science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. The course will employ hands-on learning activities, group work, and the traditional lecture format to convey the course material. Forensic science is a multidisciplinary field and as such the course will touch on areas of chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields. Prerequisites: CHM 111, CHM 112, CHM 201. Four hours lecture/laboratory sessions.

CHM 301 (F)**PHYSICAL CHEMISTRY I**

4 credits

Quantum mechanics applied to the solution of elementary systems. Discussion of atomic and molecular structure, chemical bonding, spectroscopy, laser chemistry, and photochemistry. Prerequisite: CHM 302. Three hours lecture, three hours laboratory.

CHM 302 (S)**PHYSICAL CHEMISTRY II**

4 credits

Elucidation of the principles of thermodynamics and kinetics as applied to gases, liquids, solids, and solutions. Discussion of chemical equilibrium and thermochemistry. Prerequisites: CHM 111-112, MTH 221, and PHY 105-106. Three hours lecture, three hours laboratory.

CHM 306 (S)**QUANTUM CHEMISTRY**

3 credits

Chemical applications of group theory and quantum mechanics applied to molecular structure. Discussion of spectroscopic selection rules, symmetry and chemical bonding, and the spectroscopy of transition metal complexes. Prerequisite: CHM 301 or permission of the instructor. Three hours lecture.

CHM 311 (F)**INSTRUMENTAL ANALYSIS**

4 credits

Theory and practice of physical measuring instruments with particular attention to modern trends in analytical chemistry. Prerequisite: CHM 212 or permission of the instructor. Corequisite: CHM 302. Three hours lecture, three hours laboratory.

CHM 320 (S)**ORGANIC LABORATORY METHODS**

4 credits

A course in current methods of organic synthesis with emphasis on the separation and identification of reaction products. A one-hour lecture per week devoted to advanced spectral methods as applied to structure determination. Prerequisites: CHM 201-202. One hour lecture, six hours laboratory.

CHM 350, 450 (F, S, Summer)**COOPERATIVE EDUCATION**

3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information.

CHM 403 (F)**ADVANCED INORGANIC CHEMISTRY**

4 credits

Theoretical aspects of chemical bonding, descriptive chemistry trends relative to the periodic table, molecular structure and symmetry of molecules, and general discussion of the transition metals, their complex ions, and their organometallic chemistry. Prerequisites: CHM 201-202, 301-302. Three hours lecture, three hours laboratory.

CHM 404 (S)**ADVANCED ORGANIC TOPICS**

3 credits

Designed to extend the knowledge of organic chemistry; emphasis on those topics not fully developed in the elementary course. An introduction to the literature of chemistry is also included. Prerequisites: CHM 201-202, 301. Three hours lecture.

CHM 411 (F)**BIOCHEMISTRY I**

4 credits

The chemistry of carbohydrates, fats, proteins, vitamins, enzymes, and hormones; emphasis on their roles in biochemical processes. Laboratory work illustrates common techniques used to prepare, identify, and assay biochemical materials. Prerequisites: CHM 201-202, 302. Three hours lecture, three hours laboratory.

CHM 412 (S)**BIOCHEMISTRY II**

4 credits

The storage, transmission, and expression of genetic information, recombinant DNA methodology, and physiological processes at the molecular level will be explored. Laboratory work includes the isolation and analysis of plasmid DNA, creation of a new plasmid and transformation into bacterial cells. Prerequisite: CHM 411. Three hours lecture, three hours laboratory.

CHM 470 (F, S)**SPECIAL TOPICS**

3 credits

Courses in "Chemical Dynamics" and "Advanced Organic and Organometallic Chemistry" may be offered as Special Topics.

CHM 480 (F) and/or 481 (S)**CHEMICAL RESEARCH**

4-8 credits

Individual laboratory or theoretical work under supervision of a staff member. Restricted to Chemistry and Biochemistry majors. Hours to be arranged.

COMMUNICATION

FACULTY

Lynne A. Texter, Ph.D., Chair

Professors: Dainton, Molyneaux

Associate Professors: Aylor, Goedkoop, Smith, Texter, Wine, Zelle

Assistant Professors: Celano, Collins, MacLeod, Pampaloni, Waltrich

Instructor: Dunleavy

Lecturers: Allen, Asch, Beers, T. Ellis, Finn, Forney, Harasta, Martino-Frank, Mullin, Parkes, Pentimall, O'Brien, Templeton, Walker

POWERS COURSE**Speech**

- **COM 150**

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN COMMUNICATION, STARTING FALL 2006: 15 COURSES**

- Communication Core:

1. **COM 101**
2. **COM 102**
3. **COM 150**
4. **COM 205**

- Tracks: (8 courses)

Communication Management Track:

1. **COM 215**
2. **COM 312**
3. **COM 315**
4. **COM 316**
5. **COM 317**
6. **COM 415**
7. **ENG 303**
8. One of: **BUS 100, BUS 204, EDC 103, ENG 310, ENG 330, MGT 302, MGT 307, MGT 353, or SOC 201.**

Journalism Track:

1. **COM 206**
2. **COM 208**
3. **COM 302**
4. **COM 306**
5. **COM 308**
6. **COM 406**
7. Two of: **CSD 210, DART 212, ENG 310, ENG 330.**

NOTE: Students in this track are required to also complete a minor or a concentration (at least two courses) in one of the following areas: American Studies, Business, DArt, Education,

English, Environmental Science, Forensic Studies, Health Science, Health Care Administration, History, Life Sciences, Physical Sciences, Political Science, Religion, or Sociology. These courses may not be counted towards the University Core.

Mass Communication Track

1. **COM 204**
2. **COM 208**
3. **COM 302 or 303**
4. **COM 306**
5. **COM 308**
6. **COM 408**
7. two of: **ART 102, ART 215, ART 220, BUS 100, BUS 203, BUS 204, ENG 310, ENG 330, ENG 410, MUS 220, MUS 230, MUS 320.**

Public Relations Track

1. **COM 207**
 2. **COM 312**
 3. **COM 316**
 4. **COM 317**
 5. **COM 357**
 6. **COM 407**
 7. Two of: **BUS 100, BUS 101, BUS 204, BUS 303, DART 212, ENG 310, ENG 330, MKT 302, MKT 305, MKT 306, MKT 371.**
- **ELECTIVES**
TWO Communication electives. Internship and co-operative education experiences do NOT count as Communication electives.
 - **CAPSTONE COURSES** (2 courses – must be taken during the same semester)
 1. **COM 400**
 2. **COM 401**

COURSE DESCRIPTIONS**COM 101 (F, S)****INTRODUCTION TO MASS MEDIA**

3 credits



This course is an introduction to the mass media and their impact on society. Study of the media will include an investigation of newspapers, magazines, radio, television, film, and emerging technologies. The course will trace the historical, technological, and social developments of the media. Particular emphasis will be placed on the influence of the media on content as well as the internal and external efforts at regulation.

COM 102 (F, S)**INTERPERSONAL AND GROUP COMMUNICATION**

3 credits



This course is designed to create an awareness of the role of communication in our interpersonal and group interactions. Students will be introduced to basic concepts and theories associated with interpersonal communication, and how those concepts and theories might apply in everyday communication practices. The concepts discussed in this class can empower you to better understand who you are, develop more meaningful personal and professional relationships, manage conflicts more effectively, and communicate effectively with individuals from other cultural groups.

COM 150 (F, S)**PUBLIC SPEAKING**

3 credits/Powers Course

The course provides practical experience preparing, delivering, and evaluating oral presentations. Students are challenged to think critically and speak effectively about a variety of topics. The presentations require research, organization, and preparation. The formal assignments consist of informative, persuasive, special occasion, and group speeches. Students participate in the class as both presenter and evaluator. In addition, students participate in impromptu speaking exercises, critique videotaped speeches, and write speech analysis papers.

COM 204 (S)**FILM AS ART**

3 credits

A survey course that serves to introduce film both as an industry and an art form. Subject matter includes film techniques, styles, traditions, and genres; the rudiments of cinematography, editing, sound, script structure, acting, and directing; and the business and economics of film production, distribution, and exhibition. The course will also focus on critical evaluations of the work of a diverse but representative group of outstanding films and filmmakers.

COM 205 (F, S)**COMMUNICATION THEORY AND RESEARCH**

3 credits

This course introduces students to interpersonal communication, mass communication, and persuasion theories. The nature of—and differences between—social scientific and humanistic theories will be discussed. A focus will be the research methods used to develop and/or test communication theories. The course is geared toward sophomore students with limited exposure to communication coursework. Prerequisites: COM 101, 102

COM 206 (F, S)**FUNDAMENTALS OF JOURNALISM**

3 credits

An introductory class in news values, news gathering, and writing for print outlets. Students will be required to conduct interviews, cover meetings, and report on events both on and off campus.

COM 207 (F, S)**PRINCIPLES OF PUBLIC RELATIONS**

3 credits

This course provides a survey of the diverse and growing field of public relations. The course proceeds from a historic overview of the PR field to introduce students to the process of public relations management and some of the skills required of practitioners. In addition, the course investigates public relations practices in a variety of contexts and examines the role of public relations in society.

COM 208 (F, S)**MEDIA PRODUCTION**

3 credits

This course introduces students to the fundamental theories and practices of audio and video production. Students will learn how the preproduction, production, and postproduction stages apply to media. Emphasis is on storytelling, the importance of audience research and planning, scheduling, and selecting and employing proper resources. Students will experience the process using fundamental production techniques of audio and video through hands-on projects.

COM 215 (S)**GROUP AND TEAM COMMUNICATION**

3 credits

This course weaves theory of small group interaction with practice through participation in groups. Emphasis is placed on factors affecting and affected by symbolic exchanges in task and social groups. Specific topics include: the nature of groups, the link between communication and group composition, the aims of groups, the influence processes in groups, group decision-making, and properties of group interaction.

COM 302 (F, S)**ELECTRONIC NEWS REPORTING**

3 credits

Introduction to and application of news reporting for the electronic media, with a focus on both hard news and documentary formats.

COM 303 (F, S)**SCRIPTWRITING**

3 credits

Introduction to and application of scriptwriting techniques in formats appropriate for radio, television, and film.

COM 306 (F, S)**ADVANCED REPORTING**

3 credits

An advanced course on information gathering and reporting, with an emphasis on computer-assisted reporting, understanding numerical information, and interviewing experts. Students will produce stories that utilize each of these resources, and explore various ways the story could be told through print, broadcast, and online platforms. Prerequisite: COM 206, 302, or 303

COM 308 (F, S)**COMMUNICATION LAW**

3 credits

The course is designed to review the history, development, and interpretation of the First Amendment in the U.S. by our court system and its impact upon journalists, mass communicators, and citizens. Prerequisite: COM 101

COM 312 (F, S)**PERSUASION**

3 credits

Examines theories and techniques associated with persuasion, ranging from those centered on interpersonal settings to those featured in mass mediated campaigns. Assignments will focus on both oral and written persuasion with the goal of enhancing the student's abilities as both consumer and practitioner.

COM 315 (S)**ADVANCED INTERPERSONAL COMMUNICATION**

3 credits

The purpose of this course is to integrate advanced principles and practices of effective interpersonal communication. A goals-based approach is used in order to increase communication competence in a variety of interpersonal communication settings. Prerequisites: COM 102, 205

COM 316 (F, S)STRATEGIC ANALYSIS
3 credits

This course introduces students to the strategic process of collecting and analyzing information in professional organizational settings. Emphasis is on needs assessment, designing and implementing surveys, focus groups, and interviews. Prerequisite: COM 317

COM 317 (F, S)ORGANIZATIONAL COMMUNICATION
3 credits

This course examines how communication acts as the foundation of all organizations. It will examine major schools of thought about organizations and communication networks, functions, and practices. It will also explore significant issues in organizational settings.

COM 319 (F, Even Years)ISSUES AND ARGUMENTS
3 credits

This course introduces students to the principles and practices of argumentation. The course enables students to be both better producers of arguments and more critical consumers of arguments. Prerequisite: COM 150

COM 320 (F)COMMUNICATION AND CULTURE
3 credits

The purpose of this course is to provide students with the theoretical tools necessary to understand the reciprocal link between communication and culture: how communication practices create, reflect, and maintain cultures, as well as how culture influences communication practices. Focus will be on intercultural, cross-cultural, and interethnic communication.

COM 337 (S, Even Years)ADVERTISING COPYWRITING
3 credits

This course provides experience with writing for advertising. Students will explore the theoretical and research basis for communication and will examine the role of both strategy and creativity in the development and implementation of communication campaigns. Students will write for print, broadcast, and other media.

COM 350/450 (F, S)COOPERATIVE EDUCATION
3 credits

Normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors. Position must be approved by Department Chair. Prerequisite: junior or senior status, 2.75 G.P.A.

COM 357 (F, S)PUBLIC RELATIONS WRITING
3 credits

Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles of planning and pre-writing as the basis for successful writing efforts. Students will learn how

to produce press releases, backgrounders, brochures, newsletter articles, public service announcements, and a variety of other pieces.

COM 400 (F, S)COMMUNICATION ETHICS
2 credits

This course provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be studied from the perspective of several sub-disciplines of communication. NOTE: COM 400 is taken the same semester as COM 401. Corequisites/Prerequisites: COM 401; COM 406, 407, 408, or 415; senior standing.

COM 401 (F, S)COMMUNICATION PORTFOLIO
1 credit

The portfolio assists students with synthesizing and applying what they have learned in Communication courses to the task of bridging from undergraduate studies to post-graduation. Students will build a portfolio that can be used to demonstrate knowledge and skills. COM 401 is taken the same semester as COM 400. Corequisites/Prerequisites: COM 400; COM 406, 407, 408, or 415; senior standing.

COM 403 (F, Odd Years)FILM SEMINAR
3 credits

In-depth study of film as art and cultural document. Rotating topics include: film history, critical approaches to film, film noir, American comedy, etc. Prerequisite: COM 204.

COM 406 (F, S)COMMUNITY JOURNALISM
3 credits

Community journalism, also known as public journalism or civic journalism, comprises a wide range of practices designed to give news organizations greater insight into the communities they cover. In this course, students will use skills developed throughout the track to create stories about Philadelphia community issues with the goal of producing content for Web-based multimedia (text, audio, video) delivery. Students would assume various responsibilities for the production process, such as editors, reporters, designers, etc. Prerequisites: COM 206, COM 306, and one of: ENG 310, ENG 330, ENG 410, DART 212, or CSD 210

COM 407 (F, S)PUBLIC RELATIONS MANAGEMENT
3 credits

This course uses a combination of case studies and service-learning to provide students with an in-depth study of public relations theory and practice. In addition to exploring a particular practice area in greater depth, students work with community organizations on public relations projects to apply what they have learned. Prerequisites: COM 207, 316, 357

COM 408 (F, S)MASS COMMUNICATION PRACTICUM
3 credits

The capstone builds upon previous skills: concept, needs analysis, budget, writing, shooting, editing, law, and promotion, while integrating research and criticism to determine media effects. Students will produce

a specific project (audio, video, or film) that reflects their interests and pulls together all aspects of the production process. Prerequisites: COM 208; COM 302 or 303; COM 306

COM 415 (F)

COMMUNICATION MANAGEMENT AND DEVELOPMENT
3 credits



This capstone course is designed to provide students with the theoretical approaches and practical skills associated with communication management and development. Students will serve as consultants and will assess the interpersonal, group, or organizational communication needs of a client and implement a program to address those needs. Prerequisites: COM 215, 315, 316

COM 458 (S, Odd Years)

PRODUCTION SEMINAR
3 credits

The production seminar provides an in-depth opportunity to learn specialized production techniques. Topics will rotate and may include: remote audio recording, electronic field production, and advanced non-linear editing. Prerequisite: COM 208

COM 461/462 (F, S)

INTERNSHIP
3 credits

Students may intern in communication industries. Working approximately 15 hours a week under professional supervision, students learn how to apply their education to the everyday demands of professional positions. The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors. Prerequisites: junior or senior standing, 2.75 G.P.A., and recommendation of the Chair.

COMPUTER SCIENCE

(See Mathematics and Computer Science)

CRIMINAL JUSTICE

(See Sociology, Social Work, and Criminal Justice)

DIGITAL ARTS AND MULTIMEDIA DESIGN

(See Mathematics and Computer Science)

ECONOMICS

FACULTY

H. David Robison, Ph.D., Chair

Professors: George, Mshomba, Robison

Associate Professors: Grady, Paulin

Assistant Professors: Ratkus

Lecturers: Baffoe-Bonnie, Colistra, Mallon, Vegari

FRAMEWORKS COURSE

Social Science

- ECN 150

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ECONOMICS: 15 COURSES

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- 5 ECN electives
- MTH 114 or 120 (MTH 120, 221, 222, 240, 322 recommended in preparation for graduate school)
- One course in social sciences in addition to Frameworks of Understanding requirements

■ REQUIRED FOR DUAL MAJOR IN ECONOMICS: 11 COURSES (THIS REQUIREMENT APPLIES WHETHER ECN IS LISTED FIRST OR SECOND ON A STUDENT'S RECORD)

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- 2 ECN Electives for Economics-Business dual majors, one of which presumably is BUS 206
- MTH 114 or 120

■ REQUIRED FOR MINOR IN ECONOMICS: 6 COURSES (BUS 202 IS ACCEPTABLE IN LIEU OF ECN 213)

Students may elect up to nine credits in experiential learning courses. For example, a student may take two internships and one cooperative education course, or one internship and two cooperative education courses. For students electing multiple internships or cooperative education courses, each job's description must be different from that of the others.

COURSE DESCRIPTIONS

ECN 150 (F, S)

INTRODUCTORY MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY I
3 credits/Frameworks



After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the U.S. and other countries.

ECN 201 (F, S)

INTRODUCTORY MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS I
3 credits

This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like: economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150.

ECN/POL 213 (F)

STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

Basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression, and correlation.

ECN 214 (S)

ECONOMETRICS
4 credits

This course introduces the student to advanced statistical techniques used by economists, other social scientists, and people in business and law to test theories, predict future events, and provide empirical support for various types of hypotheses. The course emphasizes the applied nature of econometrics. As such, the student will construct, estimate, and evaluate well-specified regression models through computer application-based exercises using SAS statistical software. Prerequisites: ECN 213, BUS 202, or permission of the Department Chair.

ECN 221 (F)

INTERMEDIATE MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS II
4 credits

This course studies how business firms interact with consumers and one another in product and resource markets. Besides distilling profit-maximizing criteria for different firms in different markets, the course also evaluates how the operation of firms impacts the welfare of society in general. Prerequisites: ECN 201; MTH 114 or 120 or equivalent.

ECN 222 (S)

INTERMEDIATE MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY II
4 credits

This course analyzes the factors behind countries' long-term growth and also those responsible for short-term fluctuations in their levels of output and prices. It also demonstrates how economic booms and busts have prompted economists to search for explanations and possible policies for addressing these instabilities. Finally, the course compares and contrasts U.S. historical experience with that of other nations. Prerequisites: ECN 150; MTH 114 or 120 or equivalent.

ECN 270, 370, 470 (F, S)

SPECIAL TOPICS IN ECONOMICS
3 credits

Topics include: Labor Markets, Employment and Wages; Women in the Economy; European Union; Economics of Sports; Economics of Entertainment; Law and Economics. Prerequisite: permission of instructor.

ECN 330 (S 2008, S 2010)

THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT
3 credits

This course describes and documents the poverty besetting the majority of humankind and analyzes its causes, utilizing economic concepts and theories in conjunction with social, political, cultural, religious, and philosophical factors. Prospects for the future and policies aiming to promote development are also examined. Prerequisite: ECN 150.

ECN 331 (F)

INTERNATIONAL ECONOMICS
3 credits

An introduction to the theory of international trade. Topics include specialization and the gains from trade, tariffs, and protectionist policies, trade imbalances, the role of international institutions, foreign exchange markets, and monetary and fiscal policies in an open economy. Prerequisites: ECN 150 and 201.

ECN/HIS/POL 332 (S 2007, S 2009)

POLITICAL ECONOMY OF AFRICA
3 credits

This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

ECN 333 (F, S)

ECONOMICS OF INTERNATIONAL BUSINESS
3 credits

This course examines trade theory and applies the theory to business firms. It introduces the cultural, environmental, and ethical issues facing international businesses and examines the impact of trade policies, foreign exchange, and the balance of payments on businesses' decision making. Prerequisites: ECN 150, 201; MTH 114 or 120; junior standing.

ECN 340 (S 2007, S 2009)

AMERICAN ECONOMIC HISTORY
3 credits

Describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic economic concepts and theories of growth to significant historical questions. Prerequisite: ECN 150.

ECN 351 (S 2008, S 2010)

ENVIRONMENTAL ECONOMICS
3 credits

Provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude or current environmental problems and some consideration of how to measure the costs and benefits of regulatory

changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations. Prerequisite: ECN 150 or permission.

ECN 287, 288 (F, S)
ECONOMICS INTERNSHIP
3 or 6 credits

Working approximately 10 to 15 hours per week under professional supervision, students learn experientially the linkages between their formal studies and the demands of particular positions. Under faculty supervision, students complete informal and formal written assignments and an oral presentation that describe their duties and interpret their intern experience. Prerequisites: ECN 201, at least sophomore standing, and permission of Department Chair.

ECN 432 (S 2008, S 2010)
COMPARATIVE ECONOMIC SYSTEMS
3 credits

This course compares and contrasts various market, planned, and mixed economies with respect to (1) the stated goals of each system, (2) the means for achieving those goals, and (3) the evaluative criteria used to judge the success of each system. Economies representative of these various systems will be discussed. Prerequisite: ECN 150.

ECN 441 (F)
HISTORY OF ECONOMIC THOUGHT
3 credits

The course details the development of economics as a coherent analytical discipline through a historical study of its main schools and contributors, including the Physiocrats; the Classical Economists (especially Jevons, Walras, and Clark); Marshall; and Keynes. Lesser figures are treated as time allows. Attention throughout is given to the changing philosophical and cultural background of economic thought. Prerequisites: ECN 150, 201.

ECN 455 (F 2008, F 2010)
PUBLIC FINANCE
3 credits

An analysis of the revenue and expenditure activity of government with particular emphasis on the rationale of federal government activity. Also considered are the issues of distribution, efficiency, equity, and stability in the economy. Prerequisites: ECN 150, 201.

ECN 481 (F)
SEMINAR IN ECONOMICS
3 credits



This course is intended to be a capstone course for Economics majors, one that aids the student in integrating the material from diverse Economics courses. Stressed are techniques for the preparation of written research reports. Students will ordinarily deliver to the seminar an oral presentation of their research results. Prerequisite: senior standing in Economics.

ECN 485 (F)
SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES
3 credits



This capstone course for Economics and International Studies majors aims to assist students to research, integrate, and communicate information about the global economy. Specifically, students will learn to

conduct research on economic problems and policies of countries and regions of the world not native to them. Students will compose a 250 to 300 word abstract of their seminar papers in two languages, English and a second language. Further, students will be expected to demonstrate at least one of the following competencies: a) to write, in a non-native language, summaries of research in sources written in non-native language; b) to write the seminar paper in a non-native language; or c) to present research results orally in a non-native language. Prerequisite: Senior standing in Economics and International Studies.

ECN 385, 386 (F, S)
COOPERATIVE EDUCATION
3 or 6 credits

Full-time paid employment in a cooperating firm such as a bank, economics forecasting company, or public utility; a nonprofit company such as a Community Development Corporation; or a government agency such as a county planning department or a statistical analysis office. Under faculty supervision, students also complete job-related learning assignments that involve oral and written presentations. Prerequisites: ECN 214, 221, junior or senior standing, and permission of Department Chair.

ECONOMICS AND INTERNATIONAL STUDIES

(Administered by the Chair, Economics Department)

■ REQUIRED FOR MAJOR IN ECONOMICS AND INTERNATIONAL STUDIES: 16 COURSES

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 330 or 332
- ECN 331
- ECN 485
- Three courses in a non-native, modern foreign language (based on students' backgrounds and interests, they select, in consultation with their advisor, courses that will aid them in attaining the functional proficiencies required for the successful completion of **ECN 485**): **EUROPEAN LANGUAGE 201-202** or higher; or **JPN 101-102** or higher
- **MTH 114** or **120**
- Two internationally focused History courses, as approved by advisor
- Two internationally focused courses in Business, the Humanities, or Social Sciences, as approved by advisor

EDUCATION

FACULTY

Frank J. Mosca, Ph.D., Chair
 Greer Richardson, Ph.D., Director of Graduate Education
 Ginger Modla, Ph.D., Faculty Director of Elementary and Special Education (ESE)
 Maryanne Bednar, Ph.D., Faculty Director of Secondary Education (SE)
 Joyce Hunley, M.Ed., Administrative Director of ESE
 Marie Ward, Administrative Director of SE
 Professors: Bednar, Clabaugh, Feden, Sweeder, Vogel, Yost
 Associate Professors: Bangs, Liang, Modla, Mosca, Richardson, Schoen
 Assistant Professors: Patrylo
 Instructors: Hunley

REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education or elementary and special education (dual major). These programs are approved by the Pennsylvania Department of Education and lead to a B.A. degree. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by Department faculty. Students may declare a major in Education in the freshman year. However, formal application for admission to the teacher education programs must be made to the Directors of the respective programs after completion of two introductory courses (EDC 103 and EDC 104), which typically occurs at the end of the freshman year. The policies and procedures for applying for admission to the programs and for advancement through the various stages of candidacy are contained in the Candidacy Requirements in the Department of Education Student Handbook. All Education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note:

Students are required to complete a minimum of two hours per week of fieldwork each semester. ESE juniors are required to complete one full day of field work in partnership schools. The Administrative Directors of ESE and SE make placements for all teacher candidates enrolled in Education programs.

Before being accepted into the Professional Semester (Secondary Education majors) or the Professional Year (Elementary and Special Education majors), students must be recommended to the Education Department faculty by the Candidacy Committee. Recommendations are predicated upon successful completion of all course requirements with the indexes and grades specified in the Department of Education Student Handbook and on the fitness of the individual for the professional position he or she has selected.

Upon successful completion of the Professional Semester or the Professional Year, a student may apply for Instructional I certification. State certification regulations require that an applicant for a teaching certificate be known by the preparing institution as a person of good moral character and possessing sound personal qualities, professional knowledge, and pedagogical competencies that warrant issuance of a teacher's certificate. In addition, all applicants must meet certain physical and medical standards to obtain an Instructional I certificate to teach in the public schools of Pennsylvania.

Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests (Professional Assessments for Beginning Teachers) that are administered by the Educational Testing Service. Informa-

tion about the Praxis Tests is available in the Department of Education office (Olney 254). Other states may also require prospective teachers to take these or other examinations.

In accordance with the provisions of Act 34 of 1985 of the Commonwealth of Pennsylvania, students engaging in mandatory field experiences each semester and applicants for an Instructional I certificate in the Commonwealth must also undergo background checks. All students are required to obtain both a Criminal History and Child Abuse form. Commonwealth of Pennsylvania residents must have the Act 34 Request for Criminal Background check completed.

Prior to entering any field experience, including student teaching, students must submit proof of screening for tuberculosis. This test may be completed at the Student Health Center or by the student's personal physician. This screening test is repeated yearly. Every Education major is also required to join the Pennsylvania State Educational Association and purchase liability insurance. Membership and liability insurance must be maintained throughout the four years of a student's program. Application forms relating to child abuse, criminal checks, and liability insurance will be distributed during orientation sessions for Education majors each fall term. Forms are also available in the Department of Education office (Olney 254). Students may be required to show school administrators the results of the background checks, insurance liability forms, and tuberculin tests and keep copies of the results on file in the Education office. For more information about these requirements, see the Administrative Director of ESE (Olney 257) or the Administrative Director of SE (Olney 259). Further information about applying for certification is contained in the Department of Education Student Handbook and the Handbooks for the Professional Year or Semester. All Education majors are responsible for knowing and adhering to the policies and procedures that pertain to applying for certification.

Students not majoring in Education are invited to register for Education courses that carry no prerequisites. Students enrolling in any Education course should expect to participate in field work.

MINOR IN EDUCATION

Students planning to minor in Education must see the Department Chairperson (Olney 254).

■ REQUIREMENTS FOR A MINOR IN EDUCATION:

- EDC 103
- EDC 104
- EDC 205
- EDC 217 or 218
- EDC 224
- EDC 306

SECONDARY EDUCATION

■ REQUIREMENTS FOR A MAJOR IN SECONDARY EDUCATION (SE):

- EDC 103
- EDC 104
- EDC 224
- EDC 225
- EDC 304
- EDC 306
- EDC 401
- EDC 470
- Courses designated for associated discipline (see Education Department Student Handbook and area advisors for specific courses.)

La Salle University offers a program of studies that is approved by the Pennsylvania Department of Education and leads to recommendation for Instructional I certification in Citizenship Education (History concentration), Communications (non-print media), English, Biol-

ogy, Chemistry, Mathematics, French, General Science, Earth Space Science, German, Italian, Latin, and Spanish. (Foreign Language students are certified to teach K-12.) For further information, see Maryanne Bednar, Ph.D., Faculty Director of SE (Olney 363).

■ REQUIREMENTS FOR RELIGION-EDUCATION:

- EDC 103
- EDC 104
- EDC 224
- EDC 225
- EDC 304
- EDC 306
- EDC 401
- EDC 470
- Courses designated by the Religion Department.

This program has been designed for those students who wish to teach religion in the secondary school. Because religion is not an accredited subject in Pennsylvania, no Pennsylvania Instructional certificate can be issued.

■ REQUIREMENTS FOR MAJOR IN ELEMENTARY AND SPECIAL EDUCATION (ESE):

- EDC 103
- EDC 104
- EDC 205
- EDC 217
- EDC 218
- EDC 306
- EDC 307
- EDC 308
- EDC 309
- EDC 310
- EDC 320
- EDC 321
- EDC 474
- EDC 475
- EDC 476
- EDC 477
- ART 160 (online course available)
- HIS 300
- IMS 160
- IMS 161

ELEMENTARY AND SPECIAL EDUCATION

Elementary and Special Education (ESE) majors are also required by the Commonwealth to take a second major in an academic discipline. American Studies is the designated major for ESE majors, although students can choose an alternative major. American Studies is an interdisciplinary major, composed of a 10-course sequence. This major will assist ESE teacher candidates to develop a broader knowledge base in the content areas in order to enhance their teaching effectiveness. Some of these courses will count toward the fulfillment of University Core requirements (see Education Student Handbook for a complete listing of required courses for the AMST major).

La Salle University's ESE combined program of study is approved by the Pennsylvania Department of Education. Successful completion leads to recommendations for Instructional I certification in elementary education (K-6) and special education (N-12 - Cognitive, Behavior, Physical/Health Disabilities - CBP/HD). The CBP/HD certificate enables successful graduates to teach individuals with mental retardation, pervasive developmental disorders, emotional/behavioral disorders, neurological impairments, specific learning disabilities, and

physical disabilities. The elementary certificate allows graduates to teach general education students in grades K-6. All elementary and Special Education majors are required to complete a full year of student teaching. The Department faculty meets individually with each Elementary and Special Education major each semester during pre-registration throughout the four-year program. This process insures that all students are following the prescribed sequence of courses leading to a B.A. degree and certification. For further information, see Ginger Modla, Ph.D. (Olney 251) Faculty Director of ESE.

■ REQUIREMENTS FOR MASTER OF ARTS IN EDUCATION:

See Greer Richardson, Ph.D., Director of Graduate Education (Olney Hall 112).

COURSE DESCRIPTIONS

EDC 103 (F, S)

EDUCATIONAL PSYCHOLOGY: HUMAN LEARNING
3 credits

This is one of the gateway courses into the Education programs at La Salle University. It is an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational psychology as it relates to human learning and introduces educational research. The course, which emphasizes speaking and writing, provides prospective Education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral psychology. Students come to understand how people develop cognitively, socially, and emotionally and how individuals learn. Students combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors [field experience may be required by course instructors]; required freshman course for ESE and SE majors).

EDC 104 (F, S)

EDUCATIONAL PSYCHOLOGY: HUMAN DIVERSITY
3 credits



From both developmental and ecological perspectives, this course explores the diversity of individuals in society and schools, including race, ethnicity, regional background, exceptionality, socio-economic status, gender, sexual orientation, age, and religion. Personal beliefs and attitudes surrounding issues of human diversity and its impact on the family, community, and society are examined. The course provides an understanding of the legal and ethical issues in educating students from diverse backgrounds and with disabilities. Additionally, the course highlights the characteristics of students with special needs and ways to accommodate their needs in the classroom setting. (The course is open to non-majors [field experience may be required by course instructors]; required course for all ESE and SE majors.)

EDC 205 (F, S)

EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING
3 credits

Course content emphasizes developmental theories, theories of learning and motivation, lesson-planning, basic management approaches, assessment, research, and more advanced problem-solving skills. The emphasis is on theory informing practice and thus students will be engaged in developing lesson and management plans using theory as a rationale and applying their knowledge of developmental and learning theories to help students reach their fullest potential. Prerequisite: EDC 103.

EDC 217 (F, S)LEARNING AND TEACHING OF MATHEMATICS
3 credits

This course focuses on how students learn mathematics with implications for teaching mathematical concepts, skills, problem-solving, and critical thinking. The course provides a basis for understanding the changing mathematics curriculum, offers opportunities to plan and evaluate instructional techniques and materials, and examines the integration of mathematics with other content areas, such as science, children's literature, and social studies. Prerequisites: EDC 103 and EDC 104.

EDC 218 (F, S)PHYSICAL AND CULTURAL GEOGRAPHY
3 credits

This course provides prospective Education majors with increased knowledge and understanding of the world in geographical terms, relating especially to physical landforms and structures, maps, human impact on and interaction with the environment, population, and political and economic systems. The course will place special emphasis on cultural geography, that is the variation of human systems from location to location. In addition, this course highlights the role of economics and trade in our expanding global market economy, including the study of comparative economic systems and the distribution of natural and man-made resources. (Open to non-majors.)

EDC 224 (F)ADOLESCENT DEVELOPMENT
3 credits

Using an educational technology framework, this course explores the unique universe of the adolescent. Issues under discussion will include cognitive, moral, language, sexual, physical, and social development. Students use an educational technology framework to examine the adolescent in a variety of contexts, including family, peers, school, work, and leisure. This course is developed for Secondary Education majors only. Prerequisites: EDC 103 and EDC 104.

EDC 225 (S)ADOLESCENT DEVELOPMENT SEMINAR
1 credit

This seminar extends and refines the core concepts developed in EDC 224. It provides contexts for analyzing how theory guides practice, especially in the domains of adolescent cognitive, emotional, social, moral, physical, and sexual development. Readings, film, and/or guest speakers supplement analysis of specific classroom issues identified by students in their field experiences and, on a larger level, relevant to all secondary pre-service teachers. This seminar is scheduled for 15 hours throughout the term. Prerequisite: EDC 224 and acceptance into the Secondary Education program.

EDC 304 (S)READING IN THE CONTENT AREA
3 credits

This course provides an understanding of the reading process, reading theory, reading instruction, and reading assessment and its relationship to the other language arts and the specific discipline areas. This course is designed for Secondary Education majors only. Prerequisites: junior standing and acceptance into Stage I candidacy (formal admission to the Secondary Education program).

EDC 306 (F, S)FOUNDATIONS OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE
3 credits

This course promotes disciplined analysis of the meaning and effects of educational institutions and provides resources for developing a critical understanding of educational thought and practice. This course also encourages the development of value positions regarding education and schooling in America based on critical study. Students gain resources for the development of policy-making perspectives and skills. Open to non-majors; required course for SE and ESE majors.

EDC 307 (F, S)MANAGING THE TEACHING AND LEARNING ENVIRONMENT I
6 credits

This course provides students with a thorough understanding of pedagogy as it relates to the education of students in general education settings. Students are involved in field experiences (see lab credit below) that allow them to apply knowledge of lesson and unit planning, instructional methodology, technology, assessment, classroom management practices, and school law. For Elementary and Special Education majors only. Prerequisites: junior standing and acceptance into Stage I candidacy (formal admission to the Elementary and Special Education program). Prerequisites: EDC 103, 104, 205, 217, 218, and IMS 160, 161.

EDC 308 (S)MANAGING THE TEACHING AND LEARNING ENVIRONMENT II
6 credits

This course provides students with a thorough understanding of pedagogy as it relates to students who are placed in inclusion classrooms or special education settings. Students are enrolled in field experiences (see lab credit below) that allow them to apply knowledge relating to diagnostic assessment, the development of individualized education plans, special education laws, assistive technology, classroom management for students with troubling behaviors, adjusting and accommodating instruction, and special methods. For Elementary and Special Education majors only. Prerequisites: junior standing and acceptance into Stage I candidacy (formal admission to the Elementary and Special Education program). Prerequisites: EDC 103, 104, 205, 217, 218, and IMS 160, 161.

EDC 309 (F, S)MANAGING THE TEACHING AND LEARNING ENVIRONMENT I LAB
1 credit (each semester enrolled in EDC 307)

Students are involved in applying skills learned in EDC 307 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.

EDC 310 (F, S)MANAGING THE TEACHING AND LEARNING ENVIRONMENT II LAB
1 credit (each semester enrolled in EDC 308)

Students are involved in applying skills learned in EDC 308 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers.

EDC 320 (F, S)

NARRATIVE READING AND WRITING IN ELEMENTARY
AND SPECIAL EDUCATION CLASSROOMS
3 credits

This course provides an understanding of the interactive nature of reading and writing processes and their relationship to other language arts. There is an emphasis on understanding and developing a theoretical framework to guide decision-making for instruction, remediation, and assessment of narrative discourse. Students participate in an after-school reading tutorial with inner-city children. Prerequisites: junior standing and acceptance into Stage I candidacy (formal admission to the Elementary and Special Education program).

EDC 321 (F, S)

EXPOSITORY READING AND WRITING IN ELEMENTARY
AND SPECIAL EDUCATION CLASSROOMS
3 credits

This course provides an understanding of expository reading and writing processes and their relationship to other language arts and to content area instruction. There is an emphasis on understanding and developing a theoretical framework to guide decision-making for instruction, remediation, and assessment of expository discourse. Prerequisites: junior standing and acceptance into Stage I Candidacy (formal admission to the Elementary and Special Education program.)

EDC 401 (F)

THE ART AND SCIENCE OF TEACHING
6 credits



This course emphasizes teaching and learning within an educational technology framework. The focus is on elements of the educational process characterized by teacher involvement in decision-making: school-based curriculum development, instructional design, instructional methods, instructional materials and resources, educational technology using idea and product technologies, methods of evaluation, classroom management, and adjusting curriculum and instruction to the needs of special populations. Emphasis is placed upon the act of teaching as both art and science. Field experiences (two hours each week) and research papers are required. For Secondary Education majors only. This course has been designated as the writing emphasis course for Secondary Education majors. Students will be required to purchase approximately \$50.00 in additional materials. Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 225, 304, 306.

EDC 470 (S)

THE PRACTICE AND PROFESSION OF TEACHING
12 credits

This course provides the Secondary Education major with full-time student teaching experience in a selected middle, junior, or senior high school. Under the direction of a certified cooperating teacher and a University supervisor, the student teaches for 14 weeks on a five-day-a-week, full-day schedule. The student teaching experience is supplemented by regularly scheduled tutorials held both on campus and at the placement site as well as a series of seminars on selected professional issues. Senior standing and acceptance into Stage II candidacy. Prerequisites: senior status, approval of the Education Department Faculty, and EDC 103, 104, 224, 225, 304, 306, 401.

EDC 474 (F, S)

THE PROFESSIONAL YEAR –
STUDENT TEACHING IN ELEMENTARY EDUCATION
12 credits

For one semester of the Professional Year, the Elementary and Special Education major is engaged in student teaching in elementary education classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in either a public or private school in Philadelphia or the surrounding suburbs. Prerequisites: Acceptance into Stage II candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook (2001 edition); approval of the Education Department faculty.

EDC 475 (F, S)

THE PROFESSIONAL YEAR – TEACHING AND RESEARCH METHODS I
3 credits

The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the everyday work of teaching in elementary classrooms, specifically interpersonal communication and professionalism, design of developmentally appropriate instructional units, adaptation of units to accommodate learner differences, assessment and evaluation of learning outcomes, and classroom management. An action research project that responds to a teaching dilemma, concern, question, or interest is also required. Topics are addressed in the context of the broader skills of problem-solving and educational decision-making that must be informed by educational research. Specific issues that arise from the student teaching experience (taken concurrently) are addressed. Emphasis is placed upon helping the student make the transition from theory to practice. This seminar is open only to seniors who have been accepted into Stage II candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the Education Department faculty.

EDC 476 (F, S)

THE PROFESSIONAL YEAR –
STUDENT TEACHING IN SPECIAL EDUCATION
12 credits

Elementary and Special Education majors engage in student teaching in special education classrooms servicing mildly, moderately, or severely mentally and/or physically handicapped children. Student teachers are supervised by University faculty and experienced cooperative teachers in private or public schools, which are located in Philadelphia or surrounding suburbs. Prerequisites: Acceptance into Stage II candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook; approval of the Education Department faculty.

EDC 477 (F, S)

THE PROFESSIONAL YEAR – TEACHING AND RESEARCH METHODS II
3 credits

This course is designed to continue the development and facilitation of the pre-service teacher's core knowledge and skills essential for beginning special education teachers. Specifically, the focus of this seminar is on applying knowledge gained in the program to specific problems that arise during the student teaching experience (taken concurrently), such as behavior management, curriculum and instruction issues, the reauthorization of the Individuals with Disabilities Education Act (IDEA), functional behavioral assessment, and Individualized Education Plan (I.E.P.) development. Students are engaged in designing and implementing action research projects in special education and/or inclusion settings. This course emphasizes the process of critical reflection for the purpose of cognitive change. Prerequisites: Acceptance into Stage II

candidacy; completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook (2001 edition); approval of the Education Department faculty.

The following two courses are a collaborative effort between several La Salle University Science, Education, and Mathematics and Computer Science departments to improve mathematics and science education.

IMS 160 (F)

EXPLORATIONS IN SCIENCE AND MATHEMATICS I

4 credits

This course is an interdisciplinary introduction to fundamental concepts in science and mathematics. Students work in a supportive, collaborative environment to investigate scientific phenomena directly, to build skills in experimental design, data collection, and data analysis, and to develop confidence in their mathematical and scientific abilities. Topics include measurement, graphing, statistical analysis, experimental design, atomic model and states of matter, and motion. Intended primarily for Elementary and Special Education majors.

IMS 161 (S)

EXPLORATIONS IN SCIENCE AND MATHEMATICS II

4 credits

A continuation of IMS 160, this course emphasizes application of skills through exploration of additional content. The collaborative classroom environment established in IMS 160 continues in this course. Topics include electricity and magnetism, acids and bases, human biology, and ecosystems. Intended primarily for Elementary and Special Education majors. Prerequisite: IMS 160.

OTHER PROFESSIONAL REQUIREMENTS

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Moreover, teachers have a moral obligation to provide children with the opportunity to achieve their full human potential. Children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students, even at the sacrifice of personal convenience, and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or handicapping condition.

The degree to which the undergraduate student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty on these matters will be final and not subject to appeal.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Teacher Education Program.

The degree to which the student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty in these matters will be final but subject to appeal.

Undergraduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

ENGLISH

FACULTY

Kevin J. Harty, Ph.D., Chair

Stephen P. Smith, Ph.D., Assistant Chair

Madeleine Dean, Esq., Coordinator of First-Year Writing

Professors: Butler, Harty, Millard, Seydow, Soven

Associate Professors: Allen, Beatty, Busse, Fagan, Mollenhauer, Molyneaux, Musser, Smith

Assistant Professors: Betz, Dean, Fay, Grauke, Malatesta

Instructors: Franson, Nardendorf

Internship Coordinator: Harty

Professor Emeritus: Fallon

POWERS COURSES

■ WRITING

- **ENG 107, 108**

PATTERNS COURSES

■ LITERATURE

- **ENG 150, 250** (for non-majors)
- **ENG 180, 261-263, 266-268** (for majors)

CONCENTRATION OPTION

Any 300- or 400-level literature course

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ENGLISH: 15 COURSES

■ REQUIRED FOR DUAL MAJOR IN ENGLISH: 10 COURSES

■ REQUIRED FOR MINOR IN ENGLISH: 6 COURSES

English majors may choose one of three "majors within the major": (1) English-Liberal Arts; (2) English-Education; and (3) English-Writing. In addition, students may double major in English and in another discipline. Typical of such double majors are English-Communication, English-Criminal Justice, English-Psychology, and so on. The Department of English also participates in the multidisciplinary program in Digital Arts and Multimedia Design.

Students may also minor in English, using any number of approved combinations of six courses beyond ENG 107 and ENG 108.

During their third or fourth years of study, students majoring and minor-ing in English may, with the permission of the internship coordinator, intern at a variety of public relations and advertising firms, financial institutions, print and media outlets, publishers, nonprofit organizations, and for-profit businesses. For further details, please consult with the department's Internship Coordinator.

The usual requirements for each program are as follows. Exceptions require the approval of the Chair or of the Assistant Chair.

■ ENGLISH-LIBERAL ARTS

- A. **ENG 180** Introduction to Literary Study
- B. An advanced writing course at the 200-, 300-, or 400-level
- C. Two of the following three courses:
 - **ENG 261** Literature and Culture of Great Britain Beginnings to 1700
 - **ENG 262** Literature and Culture of Great Britain 1700-1900
 - **ENG 263** Literature and Culture of Great Britain 1900 to the Present
- D. Two of the following three courses:
 - **ENG 266** Literature and Culture of America Beginnings to 1860
 - **ENG 267** Literature and Culture of America 1861-1911
 - **ENG 268** Literature and Culture of America 1912 to the Present
- E. Two of the following six courses:
 - **ENG 315** Young Adult Literature
 - **ENG 335** Women Writers
 - **ENG 336** Ethnic American Literature
 - **ENG 337** World Literature, The Western Tradition
 - **ENG 338** World Literature, The Non-Western Tradition
 - **ENG 370-79** Special Topics (with an appropriate theme and the permission of the Chair or Assistant Chair)
- F. **ENG 316** Literary Theory and Criticism
- G. **ENG 324** Shakespeare
- H. Three of the following six courses, but at least one in British and one in American literature:
 - **ENG 451** Studies in British Literature to 1500
 - **ENG 452** Studies in British Literature 1500-1800
 - **ENG 453** Studies in British Literature 1800-1900
 - **ENG 454** Studies in British Literature since 1900
 - **ENG 456** Studies in American Literature to 1900
 - **ENG 457** Studies in American Literature since 1900
- I. **ENG 480** Seminar
- J. One English elective at the 200-, 300-, or 400-level in writing, literature, or language arts

■ ENGLISH EDUCATION

- A. **ENG 180** Introduction to Literary Study
- B. **ENG 218** Advanced Composition
- C. Two of the following three courses:
 - **ENG 261** Literature and Culture of Great Britain Beginnings to 1700
 - **ENG 262** Literature and Culture of Great Britain 1700-1900
 - **ENG 263** Literature and Culture of Great Britain 1900 to the Present
- D. Two of the following three courses:
 - **ENG 266** Literature and Culture of America Beginnings to 1860
 - **ENG 267** Literature and Culture of America 1861-1911
 - **ENG 268** Literature and Culture of America 1912 to the Present
- E. **ENG 300** The Grammars of English and the Writing Process
- F. **ENG 301** History of the English Language: Writing Text and Context
- G. **ENG 315** Young Adult Literature
- H. **ENG 324** Shakespeare
- I. **ENG 338** World Literature, The Non-Western Tradition
- J. Three of the following six courses, but at least one in British and one in American literature:
 - **ENG 451** Studies in British Literature to 1500
 - **ENG 452** Studies in British Literature 1500-1800
 - **ENG 453** Studies in British Literature 1800-1900
 - **ENG 454** Studies in British Literature since 1900
 - **ENG 456** Studies in American Literature to 1900

- **ENG 457** Studies in American Literature since 1900

- K. One English elective at the 200-, 300-, or 400-level in writing, literature, or language arts

■ ENGLISH WRITING

- A. **ENG 180** Introduction to Literary Study
- B. **ENG 218** Advanced Composition
- C. One of the following three courses:
 - **ENG 261** Literature and Culture of Great Britain Beginnings to 1700
 - **ENG 262** Literature and Culture of Great Britain 1700-1900
 - **ENG 263** Literature and Culture of Great Britain 1900 to the Present
- D. One of the following three courses:
 - **ENG 266** Literature and Culture of America Beginnings to 1860
 - **ENG 267** Literature and Culture of America 1861-1911
 - **ENG 268** Literature and Culture of America 1912 to the Present
- E. One of the following three courses:
 - **ENG 354** Contemporary Fiction
 - **ENG 355** Contemporary Drama
 - **ENG 356** Contemporary Poetry
- F. One of the following five courses:
 - **ENG 335** Women Writers
 - **ENG 336** Ethnic American Literature
 - **ENG 337** World Literature, The Western Tradition
 - **ENG 338** World Literature, The Non-Western Tradition
 - **ENG 370-79** Special Topics (with an appropriate theme and the permission of the Chair or Assistant Chair)
- G. One of the following three courses:
 - **ENG 300** The Grammars of English and the Writing Process
 - **ENG 301** History of the English Language: Writing Text and Context
 - **ENG 302** Language and Prejudice
- H. One of the following four courses:
 - **ENG 451** Studies in British Literature to 1500
 - **ENG 452** Studies in British Literature 1500-1800
 - **ENG 453** Studies in British Literature 1800-1900
 - **ENG 454** Studies in British Literature since 1900
- I. One of the following two courses:
 - **ENG 456** Studies in American Literature to 1900
 - **ENG 457** Studies in American Literature since 1900
- J. Five of the following 18 courses: (but at least one at the 400-level):
 - **COM 302** Broadcast Newswriting*
 - **ENG 303** Writing for Business and Industry
 - **COM 303** Scriptwriting*
 - **ENG 305** Fiction Writing
 - **ENG 306** Poetry Writing
 - **ENG 307** Playwriting
 - **ENG 308** Legal Writing
 - **ENG 309** Topics in Creative or Professional Writing I
 - **ENG 310** Editing and Publishing
 - **ENG 330** Web Design and Development
 - **COM 357** Public Relations Writing*
 - **ENG 360** Writing and the University (special permission required)
 - **ENG 402** Topics in Creative or Professional Writing II
 - **ENG 405** Advanced Fiction Workshop I
 - **ENG 406** Advanced Fiction Workshop II
 - **ENG 409** Technical Publishing
 - **ENG 410** Electronic Authoring
 - **ENG 461** Internship I
 - **ENG 462** Internship II

*no more than one of the Communication courses listed here can count toward the 15 required courses in English

K. One English elective at the 200-, 300-, or 400-level in writing, literature, or language arts

COURSE DESCRIPTIONS

ENG 107 (F, S)

COLLEGE WRITING I

3 credits / Powers

Instruction in the writing process, in invention, and in necessary grammatical and organizational skills. Emphasis on expository writing.

ENG 108 (F, S)

COLLEGE WRITING II

3 credits / Powers

Instruction in planning and executing writing assignments common to all disciplines. Emphasis on essays about readings and on the library paper. Prerequisite: Waiver of or ENG 107.

ENG 150 (F, S)

THEMES IN LITERATURE AND CULTURE

3 credits / Patterns

This introductory course offers a thematic approach to literature in a cultural context and will include the study of works from at least two genres. Topics vary by section. The course is designed to teach students how to read, write, and think about primary texts.

ENG 180 (F, S)

INTRODUCTION TO LITERARY STUDY

3 credits / Patterns

Required of all day English majors in lieu of English 150, this introductory course acquaints students with fundamental principles and practices of studying literature, with a general overview of literary periods and genres and theories, and with library and database resources essential for this discipline.

ENG 218 (F, S)

ADVANCED COMPOSITION

3 credits

A course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences: essays, articles, and reviews. Attention will be paid to a writer's method and audiences. Prerequisite: ENG 108.

ENG 243

RELIGION AND CONTEMPORARY LITERATURE

3 credits

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of poetry, fiction, and drama. Cross-listed as REL 243.

ENG 250 (F, S)

WRITERS AND THEIR WORLDS

3 credits / Patterns

In this intermediate literature course, students will read closely the works of three to five writers from various periods and at least two genres in light of their cultural, biographical, and historical contexts.

ENG 261

LITERATURE AND CULTURE OF GREAT BRITAIN BEGINNINGS TO 1700

3 credits/Patterns

This survey course considers important authors and works of British literature from its beginnings to 1700 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including early Celtic literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Medieval literature, Renaissance literature, Early Modern literature, and Restoration literature.

ENG 262

LITERATURE AND CULTURE OF GREAT BRITAIN 1700-1900

3 credits/Patterns

This survey course considers important authors and works of British literature from 1700 to 1900 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Neo-classicism, Romanticism, and Victorianism.

ENG 263

LITERATURE AND CULTURE OF GREAT BRITAIN SINCE 1900

3 credits/Patterns

This survey course considers important authors and works of British literature from 1900 to the present within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including Irish literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism and Post-modernism.



ENG 266

LITERATURE AND CULTURE OF AMERICA BEGINNINGS TO 1860

3 credits/Patterns

This survey course considers important authors and works of early American literature from its beginnings to the Civil War. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Faith, the Age of Reason and Revolution, Transcendentalism, and the American Renaissance.



ENG 267

LITERATURE AND CULTURE OF AMERICA 1861 TO 1911

3 credits/Patterns

This survey course considers important authors and works of American literature from the beginning of the Civil War to the pre-World War I period. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Realism.



ENG 268

LITERATURE AND CULTURE OF AMERICA SINCE 1912

3 credits/Patterns

This survey course considers important authors and works of American literature from the publication of *Poetry* magazine in 1912 to the present. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism, Post-modernism, and New Journalism.



ENG 300

THE GRAMMARS OF ENGLISH AND THE WRITING PROCESS
3 credits

This course introduces students to the systematic structures of English sentences and the practical applications of these systems in writing. Students investigate the meaning of a “language standard” and the controversy surrounding it, with emphasis placed on sentence combining and generative rhetoric as well as the contributions of traditional, structural, and transformational-generative studies to our understanding of English “grammar.”

ENG 301

HISTORY OF THE LANGUAGE/WRITING TEXT AND CONTEXT
3 credits

Open to all students, this course is especially designed to allow educators to fulfill the complementary state competency requirements in history of the language and in the teaching of writing. Using literary texts drawn from the Old, Middle, Early Modern, and Modern periods of English, students will look at how language change has dictated the ways in which we read, examine, and write texts, both our own and those of others. Further discussions will include theories of composition, approaches to the writing process, and guidelines for the use of literary texts from the historical periods studied in this course to design and evaluate writing assignments for students at the middle and secondary school levels.

ENG 302

LANGUAGE AND PREJUDICE
3 credits



This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language systems and stylistic analysis.

ENG 303 (F, S)

WRITING FOR BUSINESS
3 credits

By providing instruction in planning and executing effective business writing, this course helps students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports.

ENG 305

FICTION WRITING I
3 credits

An introduction to the writing of fiction.

ENG 306

POETRY WRITING
3 credits

A workshop in the writing of poetry.

ENG 307

PLAYWRITING
3 credits

A study of the art of playwriting from the traditional and contemporary point of view. Guided writing of a one-act play.

ENG 308

TOPICS IN CREATIVE AND PROFESSIONAL WRITING I
3 credits



Courses in various types of specialized writing such as science writing, legal writing, satire, or grant writing. Similar to ENG 402 (see description) but given at the intermediate level. May be repeated for credit.

ENG 310

EDITING AND PUBLISHING
3 credits

Workshop approach to provide students with experience in judging manuscripts, proofreading, typographical design, and production of short documents: e.g., forms, resumes, flyers, brochures, and newsletters. Introduction to and use of desktop publishing software.

ENG 315

YOUNG ADULT LITERATURE
3 credits/Concentration Option

In this course, attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other topics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media. Aimed at preparing prospective and actual teachers, librarians, and parents to understand and to direct the reading of young adults.

ENG 316

LITERARY THEORY AND CRITICISM
3 credits



Readings and discussion of major critical texts in their historical setting, emphasizing the critical theories of the last several decades.

ENG 324 (F, S)

SHAKESPEARE
3 credits/Concentration Option



This course considers selected poems and plays, including tragedies, comedies, history plays, and romances, exploring the literary, dramatic, and historical dimensions of Shakespeare's art.

ENG 330

WEB DESIGN
3 credits

Web Design is an introduction to the practice of World Wide Web document design, grounded in an understanding of the Web's development and theories of graphics and communication. The course focuses on researching, creating, revising, and editing Web sites, using “hard code” and applications-based layout and editing. Not to be taken with DART 230.

ENG 335

WOMEN WRITERS
3 credits/Concentration Option



This course examines women's literary traditions by surveying works of women writers from several historical periods.

ENG 336**ETHNIC AMERICAN LITERATURE**

3 credits / Concentration Option



In this course, although topics vary from section to section, students read and discuss American ethnic writers, including, but not limited to, ethnic groups such as African Americans, Native Americans, Hispanic Americans, and Asian Americans. Primary texts span American history, while secondary readings include contemporary critical theory.

ENG 337**WORLD LITERATURE, THE WESTERN TRADITION**

3 credits / Concentration Option



This course surveys the literature of Western Europe from the ancient Greeks to the modern period, emphasizing drama and narrative in their many forms. Literary works will be studied in relationship to their historical and cultural contexts.

ENG 338**WORLD LITERATURE, THE NON-WESTERN TRADITION**

3 credits / Concentration Option



This course considers primarily 20th- and 21st-century readings in selected works from Africa, Asia, Latin America, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background.

ENG 354**CONTEMPORARY FICTION**

3 credits / Concentration Option



This course considers novels and short fiction from roughly 1950 to the present, focusing on works that may include both Western and non-Western authors.

ENG 355**CONTEMPORARY DRAMA**

3 credits / Concentration Option



This course considers developments in world drama from roughly 1950 to the present, including works performed on and off Broadway, in London's West End, fringe theaters, and innovative regional theaters. Special attention may be given to emerging third-world, minority, and women dramatists.

ENG 356**CONTEMPORARY POETRY**

3 credits / Concentration Option



This course considers trends and significant achievements in poetry from roughly 1950 to the present. Although its emphasis is on poetry written in English, poems in translation may be included.

ENG 357**LIVING AMERICAN WRITERS**

3 credits / Concentration Option



Students read from the works of 4 to 5 well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

ENG 360 (F)**WRITING AND THE UNIVERSITY**

3 credits

The study of peer-tutoring strategies and the rhetoric of academic prose. Application required for this course.

ENG 370-79**SPECIAL TOPICS**

3 credits/Concentration Option



Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

ENG 402 (F, S)**TOPICS IN CREATIVE AND PROFESSIONAL WRITING II**

3 credits

Special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. May be repeated for credit.

ENG 405-06**ADVANCED FICTION WORKSHOP**

3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 305. May be repeated for credit.

ENG 409**TECHNICAL PUBLISHING**

3 credits

Directed practice in writing popular technical and scientific articles, technical reports and proposals, abstracts, and in using technical reference materials.

ENG 410**ELECTRONIC AUTHORIZING**

3 credits

Electronic Authoring and Publishing explores the relationship between print and online media. Students hone their editorial and design skills as well as their computer skills and knowledge of several applications. While it is at once an advanced course in the practice of desktop publishing and in pre-print software, such as Quark Xpress, it also introduces students to non-print publishing concepts and practices, such as those of the World Wide Web.

ENG 435**WOMEN, LITERATURE, AND CULTURE**

3 credits/Concentration Option



A study of feminist literary theory and an application of feminist literary criticism to a major writer, coterie, movement, or era.

ENG 451**STUDIES IN BRITISH LITERATURE TO 1500**

3 credits / Concentration Option



In this course, students intensively study Medieval British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

ENG 452

STUDIES IN BRITISH LITERATURE 1500-1800
3 credits / Concentration Option

In this course, students intensively study British literature from the early modern period. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

ENG 453

STUDIES IN BRITISH LITERATURE 1800-1900
3 credits / Concentration Option

In this course, students intensively study 19th-century British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

ENG 454

STUDIES IN BRITISH LITERATURE SINCE 1900
3 credits / Concentration Option

In this course, students intensively study British literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

ENG 456

STUDIES IN AMERICAN LITERATURE TO 1900
3 credits / Concentration Option

In this course, students intensively study American literature from its beginnings to 1900. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 457

STUDIES IN AMERICAN LITERATURE SINCE 1900
3 credits / Concentration Option

In this course, students intensively study American literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 461-462 (F, S)

INTERNSHIP
3-6 credits

Students may intern at a variety of sites including advertising and public relations firms, publishing and broadcasting companies, for-profit and nonprofit organizations, and social service and health care agencies. Working under professional supervision 12 to 15 hours a week (3 credits) or 24 to 30 hours a week (6 credits), students learn how to apply their education to the everyday demands of the world of work. Required: junior or senior standing, 2.75 grade point average both overall and in the major, and recommendation of the internship coordinator.

ENG 480 (S)

SEMINAR
3 credits / Concentration Option

A capstone course, focusing on a particular author or group of related authors, in which students will do advanced work and complete a substantial seminar paper. Subject matter varies from semester to semester.

ENVIRONMENTAL SCIENCE

(See Geology, Environmental Science, and Physics)

FINE ARTS**FACULTY**

Patricia Haberstroh, Ph.D., Chair

Art and Art History

Assistant Professors: Camomile, Conaty

Lecturers: Heise, Schupack, Valenti, Viljoen, Wake, Williams

Music

Assistant Professor: McDonald

Lecturers: Haffley, Jamison, Reese, Wattenbarger

ART AND ART HISTORY**PATTERNS COURSES****Fine Arts**

- **ART 151, 152, 160**
- Any 200- level course in the Art History section.
- Any 300- level course in the Art History section.

Students should take **ART 151** or **152** or **160** before taking 300- level courses.

Studio courses do not count for Patterns requirements

REQUIREMENTS**■ Required for Major in Art History: 12 courses**

- **ART 151** or **ART 152**
- **ART 201**
- **ART 202**
- Two 200-level Art History courses
- One Studio Art course
- A second Studio Art course or a third 200-level Art History course
- Four 300-level Art History courses
- **ART 460** or **ART 470**

Requirements for double majors (generally 10 courses) are determined in consultation with the Chair and may include a combination of Art History, Studio and DArt courses.

■ REQUIRED FOR MINOR IN ART HISTORY: 6 COURSES, ADHERING TO THE FOLLOWING GUIDELINES:

- One (and only one) course at the 100 level

- At least two courses at the 300 level
- The remaining three courses may be distributed between 200 and 300-level courses as the student wishes.
- One (and only one) Studio course may be counted toward the minor
- The Art History minor may, with permission of the Chair, pursue an internship, which will count toward the minor.

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in Art History. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The Art History major is to consider ART 201-202 as prerequisite for other Art History courses.

The Fine Arts Department also participates in the multidisciplinary program in Digital Arts and Multimedia Design. For a description of this program, please see page 81.

COURSE DESCRIPTIONS

ART 151 (F, S)

VISUALIZING THE SACRED

3 credits/Patterns 1

This course will acquaint students with the basic elements of visual literacy through an exploration of sacred visual imagery in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of sacred imagery in the context of particular societies. Painting, sculpture, architecture, and miscellaneous arts will be discussed.

ART 152 (F, S)

VISUALIZING THE SELF AND OTHERS

3 credits/Patterns 1

This course will acquaint students with the basic elements of visual literacy through an exploration of portraiture in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of portraiture, including self portraits, in the context of particular societies and in the lives of various artists and their subjects. Painting, sculpture, and miscellaneous arts will be discussed as appropriate.

ART 160

INTRODUCTION TO THE VISUAL AND PERFORMING ARTS

3 credits/Patterns I

An introduction to the visual and lively arts, with a focus on painting, sculpture, dance, music, and theatre. Students will learn the basic forms associated with each of these arts and will develop their understanding and appreciation of varied art forms. Special emphasis will be placed on the use of the arts in the elementary classroom, especially as supplements to other subjects. Multiple intelligences, practical applications, and artistic development will all be discussed. Prerequisites: This course is primarily designed for ESE majors, but is open to others by permission of the Chair.

ART 201-202 (F, S)

HISTORY OF ART I & II

3-6 credits/Patterns

A chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. ART 201 covers pre-historic art to ca. 1400; ART 202 covers the Renaissance to the 20th century.

ART 206

PAINTING FROM DAVID TO VAN GOGH

3 credits/Patterns

Painting's evolution, content, and style, from ca. 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

ART 207

ASIAN ART (SUB-CONTINENT)

3 credits/Patterns

Explores the evolution of the visual arts in India, Sri Lanka, and Southeast Asia from early history to modern times. Explores the course of art and culture along the historic Spice Route as Indian merchants, monks, and artisans followed the lure of precious metals and spices to exotic Southeast Asia.

ART 208

THE ARTISTIC GLORY OF CHINA AND JAPAN

3 credits/Patterns

A study of the visual splendor of Chinese art and culture from the Early Bronze Age to the Cultural Revolution of the 20th century. An examination of the golden ages of visual arts and dynamic creativity that brought Japan to high international status in the 20th century.

ART 210

WOMEN AND ART

3 credits/Patterns

Encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas which have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art.

ART 211

AMERICAN ARCHITECTURE

3 credits/Patterns

This course presents the major trends that mark the architectural history of the United States from roughly the second half of the 19th century through the present. Emphasis will be on architects and styles that have had a significant and lasting impact on the urban landscape of America, with particular attention to such centers as Chicago, New York, and Philadelphia. Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry.

ART 212

HISTORY AND THEORY OF DIGITAL ART

3 credits/Patterns

This course will focus on the newly emerging and continually expanding field of digital art and the relation of new media art practices to earlier moments in which art and technology have intersected. Topics to be addressed include: the art historical reception of digital works; display strategies for new media; and significant developments in the areas of digital sculpture, photo manipulation, interactive installations, and digital printmaking.

ART 270

SPECIAL TOPICS IN ART HISTORY

3 credits/Patterns

Topics vary from semester to semester. May be repeated for credit if material is essentially different.

ART 311

ANCIENT ART

3 credits/Patterns

Study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 312

MEDIEVAL ART

3 credits/Patterns

The development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 313

THE RENAISSANCE IN ITALY

3 credits/Patterns

A study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 315

BAROQUE AND ROCOCO ART

3 credits/Patterns

Styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 319

MODERN ART

3 credits/Patterns

Study of developments in late 19th and early 20th century art as they pertain to the rise of Modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 320

ART AFTER 1945

3 credits/Patterns

This course will explore late 20th-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Contemporary art (art produced since 1980), including important contemporary movements outside the United States and museum culture of



the late 20th century, will also be a focus. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ART 370

SPECIAL TOPICS IN ART HISTORY

3 credits/Patterns

Topics will vary from semester to semester. May be repeated for credit if material is essentially different.

ART 460

INTERNSHIP

3 credits

The internship is designed to give Art History majors and minors the opportunity to gain real world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their course work and their internship experience. Prerequisite: Cumulative G.P.A. of at least 2.75 and approval of the Chair. Students must apply for internships. Application forms, available in the Fine Arts Department office, should be returned to office during pre-registration period before internships can be approved.

ART 470

RESEARCH TOPICS IN ART HISTORY

3 credits

Analysis and application of methods used in art criticism and research, with emphasis on writing. Subjects of study will vary. Required for Art History majors but open to qualified advanced general students, with permission of instructor.

**Studio Courses****ART 102**

DIGITAL ART STUDIO

3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively. Prerequisite: CSC 151.

ART 215

COLOR THEORY

3 credits

An introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media. Prerequisite: ART 102.

ART 220

ELECTRONIC VISUAL COMMUNICATION

3 credits

Overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strat-

egies that focus on the dynamic potential of these interactive images.
Prerequisite: ART 102.

ART 260-261
OIL PAINTING
3-6 credits

Introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

ART 262
PRINT MAKING
3 credits

Introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

ART 263
DRAWING
3 credits

Provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. Study of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media.

ART 270
SPECIAL TOPICS IN STUDIO ART

Material will vary from semester to semester. May be repeated for credit if course is essentially different.

MUSIC

PATTERNS COURSES

Music History:

- **MUS 150**
 - Any 200-level course in the Music History section.
 - Any 300-level course in the Music History section.
- Students should take MUS 150 before taking a 200- or 300- level course
Studio courses do not count for Patterns requirements

■ **REQUIRED FOR MINOR IN MUSIC: 6 COURSES
ADHERING TO THE FOLLOWING GUIDELINES:**

- **MUS 150**
- At least two courses at the 300 level
- The remaining three courses may be distributed between 200- and 300-level courses as the student wishes. Students may count only one of the following towards the minor: MUS 220 or 320.

COURSE DESCRIPTIONS

Music History Courses

MUS 150 (F, S)
THE ART OF LISTENING
3 credits/Patterns 1

An exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

MUS 203
AMERICA'S MUSIC
3 credits / Patterns



A study of the major movements in the cultivated and vernacular traditions in 19th- and 20th- century American music. Classical and popular music.

MUS 210
EARLY MUSIC
3 credits / Patterns

The evolution of sacred and secular music from the early Christian church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

MUS 211
MUSIC AND THE ENLIGHTENMENT
3 credits / Patterns

The development of the classical style in Western European music from the age of the rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212
MUSIC AND ROMANTICISM
3 credits / Patterns

A study of 19th-century developments in music. The symphonic poem, art-song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; growth of nationalism.

MUS 213
MUSIC AND THE MODERNS
3 credits / Patterns

The emergence of new developments in musical composition in the 20th century. Examination of techniques and styles from impressionism to electronic music.

MUS 214
JAZZ
3 credits / Patterns



The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky, and recent jazz-rock innovations.

MUS 270

SPECIAL TOPICS IN MUSIC HISTORY
3 credits / Patterns

Topics vary from semester to semester. May be repeated for credit if course material is essentially different.

MUS 304

COMPOSERS AND THEIR WORLDS
3 credits / Patterns

Emphasis on the relationship between music and culture. Selected composers. Material will vary from semester to semester. May be repeated for credit if course material is essentially different. Prerequisite: MUS 150.

MUS 305

THE SYMPHONY
3 credits / Patterns

An examination of the development of one of the musical world's most widely cultivated forms. The growth of the orchestra and orchestral instruments from simple ensembles of the 18th century to the mammoth post-romantic orchestra of the late 19th and early 20th centuries. The emergence of the conductor. Masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 306

OPERA
3 credits / Patterns

Concentrated study of selected works representing the stylistic and historical development of the opera. Prerequisite: MUS 150.

MUS 310

MINIATURES IN JAZZ AND THE CLASSICS
3 credits / Patterns

An exploration of the chamber music medium in both popular and classical styles. Improvisational and non-improvisational approaches. The different social backgrounds of the two principal areas. The likenesses and the differences of the musical end-results. Prerequisite: MUS 150.

MUS 370

SPECIAL TOPICS IN MUSIC HISTORY

Topics will vary from semester to semester. May be repeated for credit if material is essentially different. Prerequisite: MUS 150.

Studio Courses**MUS 230**

SOUND STRUCTURES I
3 credits

Introduction to the materials and structures of music, including rhythm and meter, scales, keys, intervals, melodies, and chords. Students will learn to read and notate music using computer-assisted instruction. Students will apply basic concepts of music theory in short compositional exercises.

MUS 330

SOUND STRUCTURES II
3 credits

Students will analyze and critique the formal design and style characteristics of contemporary music selected from a variety of genres and cul-

tures. Course work will include creative and critical thinking projects that build on the composition and notational skills students acquire in Sound Structures I. Prerequisite: MUS 230.

DArt Courses

Address questions about DArt courses to the Director of the DArt program

MUS 220

INTRODUCTION TO DIGITAL AUDIO
3 credits

An introduction to concepts and tools used in digital musical production. Hands-on experience in digital recording, composing, editing, processing, and mixing. Includes techniques of musical analysis and critical listening sessions, many based on student compositions. Discussion of music's integral role in contemporary multimedia production.

MUS 320

COMPUTER MUSIC COMPOSITION
3 credits

Electronic and computer music history and theory from a compositional perspective. Students will apply advanced composition techniques using MIDI and digital audio tools. Prerequisite: MUS 220 or permission of instructor.

FOREIGN LANGUAGES AND LITERATURES**FACULTY**

Bernhardt G. Blumenthal, Ph.D., Chair

Professors: Blumenthal, Kling, Perfecky, Rudnytzky (emeritus)

Assistant Professors: Gómez, Ossa

Instructor: Hu

Lecturers: Barlow, Buckley, Carlo, Dolan, Douglas, Giménez, Javidani, Jiménez, Kilty, Lange, Li, McCann, Morante, Neisser, Obst, Peaden, Peale, Regan

PATTERNS COURSES**■ LITERATURE:**

- LIT 150, 250

■ FOREIGN LANGUAGE:

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 101-102

or

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 201-202

or

- FRN 301-302, 303-304, 311-312, 321-322

or

- GER 301-302, 311-312, 320-321

or

- ITL 301-302, 311-312, 331-332

or

- RUS 303-304

or

- SPN 301-302, 311-312, 321-322.

COURSE DESCRIPTIONS
LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS
3 credits/Patterns 1

An examination of modern French, German, Hispanic, Italian, and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry and drama. Short critical papers.

LIT 250

SELECTED TOPICS IN WESTERN LITERATURE
3 credits/Patterns 2

An examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering, or the examination of specific literary movements such as Romanticism, Neo-Classicism, and Post-Modernism. Selected works of prose, poetry, and drama. Short critical papers.

Descriptions of major programs follow; for dual majors, greater flexibility in individual programs can be arranged in consultation with departmental advisor.



CLASSICAL LANGUAGES

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN CLASSICAL LANGUAGES:**
14 COURSES

- 10 courses in Latin
- Four courses in Greek

COURSE DESCRIPTIONS

Greek
GRK 101-102

ELEMENTARY GREEK
3-6 credits/Patterns 1-2

An introductory study of forms and syntax; includes reading and translation exercises and frequent practice in prose composition.

GRK 201-202

INTERMEDIATE GREEK
3-6 credits/Patterns 1-2 or Concentration Option

Review of elementary grammar; readings of selected prose and poetry.

GRK 301-302

GREEK READINGS
3-6 credits/ Patterns 1-2 or Concentration Option

Readings selected to meet the individual needs of the students from Homer, lyric poetry, the Greek New Testament, Plato, and the drama. May be repeated for credit.

Latin
LAT 101-102

ELEMENTARY LATIN
3-6 credits/ Patterns 1-2

Thorough grounding in forms and vocabulary.

LAT 201-202

INTERMEDIATE LATIN
3-6 credits/ Patterns 1-2 or Concentration Option

Review of elementary grammar; readings of selected prose and poetry.

LAT 301-302

LATIN READINGS
3-6 credits/ Patterns 1-2 or Concentration Option

Readings selected to meet the individual needs of the students from Cicero, Livy, Horace, Vergil, Catullus, Ovid, Martial, patristic Latin, medieval Latin, Roman comedy, and Latin inscriptions. May be repeated for credit.

Related Studies:
CLS 211

CLASSICAL MYTHOLOGY
3 credits

A study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy emphasized. Audio-visual presentations, discussions, and research. All readings in English.

CLS 212

CLASSICAL DRAMA
3 credits

Greek and Roman tragedies and comedies in English translation discussed and interpreted in their historical and social environment and compared to modern and contemporary drama. No previous knowledge of Greek and Latin is required.

CLS 311

GREEK MASTERPIECES IN ENGLISH
3 credits

Some significant works in Greek literature read in English translation and interpreted in terms of their original setting. Application made to contemporary problems. No knowledge of Greek required.

CLS 312

LATIN MASTERPIECES IN ENGLISH
3 credits

The more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature noted. No knowledge of Latin required.

MODERN LANGUAGES

FRENCH**REQUIREMENTS**■ **REQUIRED FOR MAJOR IN FRENCH: 14 COURSES**

- 10 courses in French
- Four courses in second language

COURSE DESCRIPTIONS**FRN 101-102**

ELEMENTARY FRENCH

3-6 credits/ Patterns 1-2

The courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

FRN 201-202

INTERMEDIATE FRENCH

3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations and its traditions of art, music, and literature.

FRN 301-302

STRUCTURE AND STYLE

3-6 credits/ Patterns 1-2 or Concentration Option

Review of grammatical principles and their practical application in written exercises and in the translation of standard English prose into French.

FRN 303-304

CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of French. The conversations are drawn on the cultural activities and perspectives of the speakers of French (holidays, work habits, plight of ethnic minorities, church, and family).

FRN 311-312

SURVEY OF FRENCH LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

Readings and discussions in French of selected literary works from the beginnings to 1800 and from 1800 to the present.

**FRN 321-322**

CIVILIZATION

3-6 credits/Patterns 1-2 or Concentration Option

The first semester treats the political, social, intellectual, and artistic developments in France from earliest times to 1870, while the second

semester emphasizes these cultural structures as they exist in contemporary French society. Lectures and readings serve as a basis for class discussion in French.

FRN 401

OLD FRENCH LANGUAGE AND LITERATURE

3 credits/Concentration Option

The history of the formation of the French language, with special attention to the phonological and morphological development from Latin. Literary study, using texts in the original, of Alexis, Roland, Guigemar, Aucassin, Vergi, and the poetry of Villon.

FRN 411

SIXTEENTH-CENTURY LITERATURE

3 credits/Concentration Option

Readings and reports on works of representative authors of the 16th century.

FRN 425

CLASSICAL THEATRE

3 credits/Concentration Option

A study of the plays of Corneille, Moliere, and Racine.

FRN 431

EIGHTEENTH-CENTURY LITERATURE

3 credits/Concentration Option

Readings and reports on works of representative authors of the 18th century.

FRN 447

NINETEENTH-CENTURY NOVEL

3 credits/Concentration Option

A study of some of the major novels of the 19th century, including works by Constant, Stendhal, Balzac, Flaubert, Zola, and Huysmans.

**FRN 453**

MODERN POETRY

3 credits/Concentration Option

A study of French poetry from Nerval and Baudelaire through the symbolists and surrealists to the present.

**FRN 455**

MODERN THEATRE

3 credits/Concentration Option

A study of the plays of Claudel, Cocteau, Giraudoux, Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco, and Genet.

**FRN 457**

MODERN NOVEL

3 credits/Concentration Option

A study of the novels of Proust, Gide, Bernanos, Malraux, Sartre, Camus, and Robbe-Grillet.



GERMAN

REQUIREMENTS

■ REQUIRED FOR MAJOR IN GERMAN: 14 COURSES

- 10 courses in German
- Four courses in second language

COURSE DESCRIPTIONS

GER 101-102

ELEMENTARY GERMAN
3-6 credits/ Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

GER 201-202

INTERMEDIATE GERMAN
3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth cultural of German-speaking countries through presentations on their traditions of art, music, and literature.

GER 209-210

TRANSLATION OF SCIENTIFIC AND TECHNICAL GERMAN
3-6 credits/Patterns 1-2 or Concentration Option

Translation of selected scientific and technical articles from contemporary journals in bio-medicine, chemistry, economics, geology, computer science, and physics. Emphasis on the practical aspects of translating; training in use of specialized dictionaries and reference sources.

GER 301-302

CONVERSATION AND COMPOSITION
3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of German. The conversations are drawn on the cultural activities and perspectives of the speakers of German (holidays, work habits, plight of ethnic minorities, church, and family).

GER 311-312

THEMES IN GERMAN LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

Major themes from medieval to modern times (love, death, suffering, and political and social involvement). Practice in conversation and composition. May be repeated for credit. Readings and discussions in German.



GER 320-321

STUDIES IN GERMAN CULTURE
3-6 credits/Patterns 1-2 or Concentration Option

Analysis of the contemporary culture of German-speaking countries: lifestyles, national characteristics, folk tradition. Emphasis on the Ger-



mans' view of themselves, and their view of their recent past. Focus varies from semester to semester.

GER 401

HISTORY OF THE GERMAN LANGUAGE
3 credits/Concentration Option

The German language from its beginning to the present; particularly, the development of sounds, vocabulary, and the formation of standard High German.

GER 402

GERMAN SCRIPT
3 credits/Concentration Option

Development of the ability to read texts in German Script from mid-20th-century Europe to 18th-century America. Brief history of German Script.

GER 405

MEDIEVAL LITERATURE
3 credits/Concentration Option

Study and discussion of German literature from its beginnings to the end of the medieval period.

GER 421

LITERATURE OF THE 17TH AND 18TH CENTURIES
3 credits/Concentration Option

Study and discussion of the literature of the 17th and 18th centuries, excluding the works of Goethe and Schiller.

GER 431

THE CLASSICAL AGE
3 credits/Concentration Option

Study and discussion of the literature of the classical age with special attention to the works of Goethe and Schiller.

GER 441

LITERATURE OF THE 19TH CENTURY
3 credits/Concentration Option

Study and discussion of the literature of Romanticism, Realism, and Naturalism.

GER 451

LITERATURE OF THE 20TH CENTURY
3 credits/Concentration Option

Study and discussion of modern German literature from 1880 to the present.

GER 480-481

SEMINAR
3-6 credits



Topics of investigation vary from semester to semester. Readings, reports, and discussion in a selected genre (novel, drama, lyric, short story). Seminar paper.

ITALIAN

REQUIREMENTS
■ REQUIRED FOR MAJOR IN ITALIAN: 14 COURSES

- 10 courses in Italian
- Four courses in second language

COURSE DESCRIPTIONS
ITL 101-102
ELEMENTARY ITALIAN

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of speakers of Italian. Information is provided on the geo-political areas in which Italian is spoken and the cultural habits and orientation of its speakers.

ITL 201-202
INTERMEDIATE ITALIAN

3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Italian and Italian culture. They involve further study of the structural and lexical features of Italian based upon topical subjects. They enhance an understanding of the in-depth culture of Italy through presentations on its traditions of art, music, and literature.

ITL 301-302
CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Italian. The conversations are drawn on the cultural activities and perspectives of the speakers of Italian (holidays, work habits, plight of ethnic minorities, church and family).

ITL 311-312
SURVEY OF ITALIAN LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

A comprehensive study of Italian literature from the Middle Ages to modern times, with comparative references to European literatures. Readings and discussions in Italian.


ITL 320
STUDIES IN ITALIAN CULTURE

3 credits/Concentration Option

Analysis of contemporary Italian culture: lifestyles, national characteristics, and folk tradition. Emphasis on the Italians' view of themselves and their place in and contributions to contemporary European civilization. Focus varies from semester to semester. May be repeated for credit.


ITL 331-332
READING LIST

3-6 credits/Patterns 1-2 or Concentration Option

Gives students an acquaintance with excerpts of Italian writers from Saint Francis of Assisi to the poets of knighthood (Pulci, Boiardo, Ariosto, Tasso).

ITL 401
HISTORY OF THE ITALIAN LANGUAGE

3 credits/Concentration Option

Deals with the Italian language in its origins in the 7th century up to modern times. By means of a very few philologic and glottologic rules, the student will acquire a knowledge of the origins and transformation of Italian from Vulgar Latin, in chronological progression.

ITL 451
MODERN AUTHORS

3 credits/Concentration Option

Includes a survey of Italian narrative and poetic production in the late 19th century and in the 20th century.

ITL 480-481
SEMINAR

3-6 credits

Topics of investigation vary from semester to semester. Readings, reports, and discussions of a selected genre (novel, drama, short story), with special reference to the works of Dante, Leopardi, and Manzoni. Seminar paper.



JAPANESE

JPN 101-102
ELEMENTARY JAPANESE

3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Japanese. Information is provided on the geo-political areas in which Japanese is spoken and the cultural habits and orientation of its speakers. Introduction to the KATAKANA writing system.


JPN 201-202
INTERMEDIATE JAPANESE

3-6 credits/Patterns 1-2

The courses are designed as a continuation of Elementary Japanese. Primary emphasis is on speaking and comprehending spoken modern Japanese; however, a knowledge of two types of the basic writing systems—Hiragana and Katakana—as well as a number of Kanji is required. Additional Kanji will be introduced during the course of the semester. Cultural information will also be provided.



RUSSIAN

REQUIREMENTS
■ REQUIRED FOR MAJOR IN RUSSIAN: 14 COURSES

- 10 Russian or Slavic courses
- Four courses in second language

COURSE DESCRIPTIONS
RUS 101-102

ELEMENTARY RUSSIAN
3-6 credits/Patterns 1-2



The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Russian. Information is provided on the geo-political areas in which Russian is spoken and the cultural habits and orientation of its speakers.

RUS 201-202

INTERMEDIATE RUSSIAN
3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Russian and Russian culture. They involve further study of the structural and lexical features of Russian based upon topical subjects. They enhance understanding of the in-depth culture of Russia through presentations on its traditions of art, music, and literature.

RUS 241-242

RUSSIAN LITERATURE OF THE 19TH CENTURY
3-6 credits/Patterns 1-2 or Concentration Option

Romanticism and Realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev.

RUS 245-246

SOVIET LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

Socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others.

RUS 301

CONVERSATION AND COMPOSITION
3 credits/Concentration Option

This course involves conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of Russian. The conversations are drawn on the cultural activities and perspectives of the speakers of Russian (holidays, work habits, plight of ethnic minorities, church, and family).

RUS 302

SCIENTIFIC RUSSIAN
3 credits/Concentration Option

Theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy.

RUS 303-304

ADVANCED READINGS AND COMPOSITION
3-6 credits/Patterns 1-2 or Concentration Option

Selected readings of 19th- and 20th- century Russian prose and verse. Translation of selected scientific articles. Intensive exercises in translating standard English prose into Russian.

RUS 401

HISTORY OF THE RUSSIAN LANGUAGE
3 credits/ Concentration Option

Historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian.

RUS 402

OLD RUSSIAN LITERATURE
3 credits/Concentration Option

Selected readings from the epic, annalistic, and hagiographic literature from the 11th to the 17th centuries with special emphasis on Igor Tale and the Primary, Kievan, and Galician-Volynian chronicles. The beginnings of fiction.

RELATED STUDIES:**SLA 320**

THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES
3 credits

Lectures and readings on independent nations of the Commonwealth of Independent States, plus the Tatars and the Jews. An in-depth view of the territory, demography, culture, media, education, language, and national attitudes of the various nations of this new union.

SLA 403

UKRAINIAN
3 credits

The study of the phonology, morphology, syntax, and vocabulary of a second Eastern Slavic language, Ukrainian, by noting the differences that exist between it and Russian.

SLA 404

POLISH
3 credits

The study of the phonology, morphology, syntax, and vocabulary of a Western Slavic language, Polish, by noting the differences that exist between Polish, Russian, and Ukrainian.

SPANISH

REQUIREMENTS
■ REQUIRED FOR MAJOR IN SPANISH: 14 COURSES

- 10 courses in Spanish
- Four courses in second language
- Recommended: **HIS 307, HIS 308**

COURSE DESCRIPTIONS
SPN 101-102

ELEMENTARY SPANISH
3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

SPN 201-202

INTERMEDIATE SPANISH

3 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

SPN 301-302

CONVERSATION AND COMPOSITION

3-6 credits/Patterns 1-2 or Concentration Option

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church, and family).

SPN 307

COMMERCIAL SPANISH

3 credits/Concentration Option

Intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

SPN 311-312

SURVEY OF SPANISH LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

An introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

SPN 313

SURVEY OF SPANISH AMERICAN LITERATURE

3 credits/Concentration Option

Reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

SPN 321

SURVEY OF SPANISH CIVILIZATION

3 credits/Patterns 1

A cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

SPN 322

SURVEY OF SPANISH AMERICAN CIVILIZATION

3 credits/Patterns 2

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

SPN 350-351

INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES

3-6 credits/Patterns 1-2 or Concentration Option

Linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries.

SPN 401

HISTORY OF THE SPANISH LANGUAGE

3 credits/Concentration Option

Study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period.

SPN 405

LITERATURE OF THE MIDDLE AGES

3 credits/Concentration Option

Emphasis is placed on such works as *Cantar de Mio Cid*, *Poema de Fernan Gonzalez*, and *Amadis de Gaula*; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marques de Santillana, and los Manrique.

SPN 411

RENAISSANCE LITERATURE

3 credits/Concentration Option

The works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as *Tirant lo Blanc*, *Celestina*, and *Lazarillo de Tormes* form the basis of this period of literary activity.

SPN 415

DRAMA OF THE GOLDEN AGE

3 credits/Concentration Option

Readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderon, Alarcon, and others.

SPN 419

CERVANTES

3 credits/Concentration Option

Readings and discussions of *Don Quixote*. Other important works by Cervantes also discussed.

SPN 442

ROMANTICISM

3 credits/Concentration Option

A study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorilla, Espronceda, Garcia Gutierrez, Hartzenbusch, and Becquer.

SPN 443

POETRY OF THE 19TH AND 20TH CENTURIES

3 credits/Concentration Option

Works by Gabriel y Galan, de Castro, Dario, los Machado, Jimenez, Lorca, Guillen, Otero, and Salinas are considered.



SPN 448
THE SPANISH AMERICAN NOVEL
3 credits/Concentration Option

Introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention to works by and about women. Class discussions and examinations in Spanish.

SPN 457
THE SPANISH NOVEL OF THE 19TH AND 20TH CENTURIES
3 credits/Concentration Option

Reading and discussion of Spanish authors, their ideology and philosophies: Fernan Caballero, Galdos, Valera, Pio Baroja, Ala, Cela, Delibes, and Goytisolo.

SPN 480
SEMINAR
3 credits



Topics of investigation vary from semester to semester.

**GEOLOGY, ENVIRONMENTAL SCIENCE,
AND PHYSICS**

FACULTY

H. A. Bart, Ph.D., Chair
Professors: Bart, Hoersch, Longo
Assistant Professor: Strieb

GEOLOGY

FRAMEWORKS COURSES

- **NATURAL SCIENCE**
- GEO 150, 151, 152, 153, 154

REQUIREMENTS

- **REQUIRED FOR MAJOR IN GEOLOGY: 16 COURSES**
- GEO 150 or 151
- GEO 202
- GEO 203
- GEO 204
- GEO 205
- GEO 301
- GEO 302
- GEO 303
- GEO 305
- GEO 401 or 402
- three elective Geology courses at the 200 level or above.
- CHM 111
- CHM 112
- MTH 120

Suggested courses: Students anticipating graduate work in Geology or

closely related areas are advised to elect courses in basic sciences, Mathematics, Computer Science, Russian, German, or French.

COURSE DESCRIPTIONS

GEO 150 (F, S)
PLANET EARTH
4 credits / Frameworks

An introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, "Plate Tectonics," and mountain building. Three hours lecture, two hours laboratory, and field trip.

GEO 151 (S)
ENVIRONMENTAL GEOLOGY
4 credits / Frameworks

An introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152 (F, S)
OCEANOGRAPHY
3 credits / Frameworks

A study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

GEO 153
FIELD STUDIES IN ENVIRONMENTAL SCIENCE
4 credits / Frameworks

An introduction to the field of environmental sciences, including the historical development of the subject, the current state of knowledge, and the development of humans and the impact they have had on our environment. Three lectures and three hours laboratory. Course includes mandatory field trips.

GEO 154 (F, S)
ASTRONOMY
3 credits / Frameworks

A contemporary view of the universe from the Big Bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth, and the possibility of extraterrestrial intelligence.

GEO 202 (F)
MINERALOGY
4 credits

Hand specimen identification of minerals. Study of the growth, internal structure, and physical properties of minerals. Six hours lecture and laboratory. Prerequisites: GEO 151 or permission of instructor.

GEO 203 (S)
PETROLOGY
4 credits

Hand specimen description and identification of rocks and their components. Overview of petrologic processes in a tectonic context with

emphasis on global chemical cycles. Six hours class and laboratory. Prerequisites: GEO 202 or permission of the instructor.

GEO 204 (S)
OPTICAL MINERALOGY
4 credits

An introduction to the theory of light transmission in crystals and the use of the polarizing microscope to study light phenomena in minerals and other substances. Lab is concerned with mineral identification using thin section and oil immersion techniques. Three hours lecture, three hours laboratory. Prerequisite: GEO 202.

GEO 205 (F)
PALEONTOLOGY AND THE HISTORY OF PLANET EARTH
4 credits

A review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth. Two hours lecture, three hours laboratory.

GEO 270-271
SPECIAL TOPICS
3-6 credits

GEO 301 (F)
SEDIMENTOLOGY
4 credits

Analysis and interpretation of sedimentary processes; classification and analysis of the common sedimentary rocks. Three hours lecture, three hours laboratory. Prerequisites: GEO 203, 204.

GEO 302 (S)
STRATIGRAPHY
4 credits

An introduction to physical stratigraphy, methods of correlation of rock and time rock units; the interpretation of paleogeography. Two hours lecture, three hours laboratory. Prerequisite: GEO 301.

GEO 303 (S)
STRUCTURAL GEOLOGY
4 credits

Description and mechanics of structural features such as: folds, joints, faults, lineations, and foliations features. Laboratory is concerned with problem-solving using geometric and stereographic techniques, cross-sections, and the examination of tectonic forces that cause deformation. Three hours lecture, three hours laboratory. Prerequisites: MTH 113, GEO 203, 204.

GEO 304 (S)
GLOBAL TECTONICS
3 credits

A review of the literature on the theory of plate movement and study of the dynamic earth system with implications as to the origins of magma, earthquakes, and sea-floor spreading. Three hours lecture, one hour laboratory. Prerequisites: GEO 150 or 151.

GEO 305 (S)
ENVIRONMENTAL GEOCHEMISTRY
4 credits

Practical background in basic geochemical principles that can be applied to environmental problems such as global warming, acid rain, smog, acid mine drainage, nuclear waste disposal, and water pollution. Three hours lecture, three hours laboratory. Prerequisites: CHM 111, 112; GEO 151 or 153.

GEO 401 (F)
IGNEOUS PETROLOGY
4 credits

A review of the origin of the different igneous rock types based on the latest chemical, petrographic, and geophysical evidence. Emphasizes the descriptive analysis of igneous rock composition and textures, interpretation of those compositions and textures, interpretation of igneous phase diagrams, and determination of cooling histories of common igneous rock types based on petrographic and phase analysis. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 402 (F)
METAMORPHIC PETROLOGY
4 credits

A review of the origin of metamorphic rocks with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. Detailed thin-section examination of the various metamorphic zones. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 403 (S)
ECONOMIC GEOLOGY
3 credits

The study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits. Three hours lecture. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 404
ENVIRONMENTAL GEOLOGY AND FIELD METHODS
4 credits

An advanced course in environmental geology related to land-use planning, development of urban areas, geologic processes and hazards, land form analyses, and engineering properties of Earth materials. Global development and environmental impact will be emphasized. The field and lab component of this course includes environmental study and mapping using various instruments in the department including: scanning electron microscopy, x-ray diffraction, ground penetrating radar, magnetometer, EM-31 electro-conductivity system, and seismic refraction. Course requirements include an original environmental research project conducted by each student. Three hours lecture, three hours laboratory. Prerequisites: GEO 202 or permission of instructor.

GEO 450
COOPERATIVE EDUCATION
3 Credits

Full-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this position does not include concurrent course work at the University.

Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 460
INTERNSHIP
3 Credits

Part-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this experience is done concurrently with course work at the University. Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 470 (F)
TOPICS IN ADVANCED GEOLOGY
3 credits

Selected topics dealing with contemporary developments in geology.

GEO 480 (F, S)
RESEARCH
1-4 credits

Supervised research in geology. Can be elected in fall, spring, or summer. Permission of Chair required.

ENVIRONMENTAL SCIENCE

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN ENVIRONMENTAL SCIENCE:
18 COURSES**

All students are required to take the following nine Core courses:

- **MTH 120**
- **CHM 111 and 112**
- **GEO 305**
- **BIO 210**
- **BIO 230**
- **GEO 153**
- **GEO 202**
- **GEO 404**

Students select an Environmental Science Concentration in Biology, Chemistry, or Geology. Nine courses are required in each concentration.

CONCENTRATIONS

■ **BIOLOGY**

Students take the following six courses:

- **BIO 303 or 317 or 319**
- Environmental Biology
- **BIO 314**
- **BIO 403**
- **BIO 404**
- **CHM 201**

Students choose three courses from the following:

- **BIO 303**
- **BIO 315**

- **BIO 316**
- **BIO 317**
- **BIO 400**
- Toxicology
- **BIO 460**
- **BIO 480**
- **CHM 202**
- **GEO 203**
- **GEO 270**
- **GEO 301**
- **PHY 105**
- **PHY 106**

■ **CHEMISTRY**

Students take the following seven courses:

- **BIO 403**
- **BIO 404**
- **CHM 201**
- **CHM 202**
- **CHM 311**
- **PHY 105**
- **PHY 106**

Students choose two courses from the following:

- **BIO 314 or PSY 310**
- Toxicology
- **CHM 302**
- **CHM 480 or 481**
- **GEO 203**
- **GEO 270**
- **GEO 301**

■ **GEOLOGY**

Students take the following seven courses:

- **ECN 351**
- **GEO 151**
- **GEO 203**
- **GEO 204**
- **GEO 270**
- **GEO 301**
- **GEO 303**

Students choose two courses from the following:

- **BIO 303**
- **BIO 314**
- **BIO 315**
- **BIO 316**
- **BIO 317**
- **BIO 319**
- **BIO 400**
- **BIO 403**
- **BIO 404**
- Toxicology
- **CHM 201**
- **CHM 202**
- **PHY 105**
- **PHY 106**

Environmental Science majors are encouraged to take the following courses to satisfy university requirements:

- **ECN 351**
- Environmental Law
- Environmental Ethics
- Environmental Policy
- **ENG 409**
- **PSY 225**

Henry A. Bart, Ph.D., Chair of the Geology, Environmental Science, and Physics Department, serves as advisor for the Environmental Science major. Dual advisement with the Biology and Chemistry departments is available for students interested in either the Biology or Chemistry concentration in Environmental Science.

PHYSICS

FRAMEWORKS COURSE

- **NATURAL SCIENCE**
- **PHY 150**

COURSE DESCRIPTIONS

PHY 105
GENERAL PHYSICS I
4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation. Prerequisite: MTH 120. Three hours lecture, three hours laboratory.

PHY 106
GENERAL PHYSICS II
4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism, and DC circuits. Prerequisite: PHY 105. Three hours lecture, three hours laboratory.

PHY 120
SCIENCE, TECHNOLOGY, AND SOCIETY
3 credits

A study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; and technology and change.

PHY 121
WOMEN, MEN; SCIENCE, TECHNOLOGY
3 credits

An exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women.

PHY 150 (F, S)
SOME REVOLUTIONS IN PHYSICS
3 credits / Frameworks

A non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics.

The Copernican/Newtonian Revolution, Special Relativity. Current ideas in elementary particle physics.

PHY 201 (F)
COMPUTER ELECTRONICS I
3 credits

Full and Half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/ DEMUX; memory; op codes; fetching; computer assembly programming concepts. Prerequisite: CSC 157 and MTH 161 or permission of Department Chair.

PHY 202 (S)
COMPUTER ELECTRONICS II
3 credits

Basic electronics, including resistors, capacitors, diodes, transistors, and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201.

PHY 207 (F)
MODERN PHYSICS I
3 credits

The breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention to the experiments leading to this breakdown. Course culminates with the Schrodinger equation and its application to simple potentials. Prerequisites: PHY 105, 106; MTH 221 concurrently; or permission of instructor.

PHY 208 (S)
MODERN PHYSICS II
4 credits

Applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; and the nucleus and fundamental particles. Three hours lecture, two hours laboratory. Prerequisite: PHY 207.

PHY 270-271
SPECIAL TOPICS
3-6 credits

HISTORY

FACULTY

Stuart Leibiger, Ph.D., Chair
Professors: Rossi, Ryan, Stow
Associate Professors: Desnoyers, Fair, Leibiger, Sheehy
Assistant Professors: Allen, Hanson, Petrov
Core Faculty: LaMonica

PATTERNS COURSES■ **HISTORY**

- HIS 151, 251

CORE CONCENTRATION

- HIS 300

REQUIREMENTS■ **REQUIRED FOR HISTORY MAJORS: 13 COURSES**

In addition to the two Core courses (HIS 151 and 251) and the Core concentration course (HIS 300), History majors are required to take one additional U.S. History course, two European History courses, two non-Western History courses, three courses in an area of concentration (U.S., European, or Non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study must also, at the direction of their advisors and with the approval of the Chair, take at least two semesters of a foreign language.

Dual Majors: Depending on the other courses taken by the student whose second major is History, the number of courses required ranges from 10 to 12. **All students, single and dual majors, must take the seminar (2 semesters).** Dual Education majors should take the seminar in their junior year instead of the required senior year so as not to conflict with senior student teaching.

■ **REQUIRED FOR HISTORY MINORS: 6 COURSES**

Minors must take three Core courses listed above plus any three History courses at the 300 level or above. Students who wish to minor in History, but who have not taken HIS 300 as a Core concentration, may substitute any History course at the 300 level or above.

Advanced Placement credit in history is granted to students who score 4 or above.

COURSE DESCRIPTIONS**HIS 151**

GLOBAL HISTORY TO 1500
3 credits/Patterns 1

Examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)

THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH
3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251 (150)

GLOBAL HISTORY FROM 1500 TO THE PRESENT
3 credits/Patterns 2

A study of the evolution and interactions of the cultures of Europe, the Americas, Africa, Asia, and Oceania from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. Students also have the opportunity to further hone their skills in the areas of the historian's craft introduced in HIS 151.

HIS 300

THE UNITED STATES TO 1877
3 Credits/Core Concentration

Traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

Areas of Concentration**Area I: United States History****HIS 305**

THE UNITED STATES FROM 1877 TO THE PRESENT
3 credits

The second half of the survey begun by the Core concentration course, HIS 300. Covers the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324 (F, S)

HISTORY OF PHILADELPHIA
3 credits



The historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.

HIS 329 (S)

THE AMERICAN WOMAN
3 credits



An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331 (F, S)

AMERICA'S MILITARY PAST
3 credits

The impact of the American military establishment upon American society, and the formation of defense strategy and foreign policy.

HIS 333 (F, S)

THE AMERICAN IMMIGRANT
3 credits



The history of immigration to America and the ethnic impact upon American institutions.

HIS 337 (F, S)

THE BLACK EXPERIENCE IN AMERICA

3 credits

The main themes in black history from the African experience to the present, with special attention given to slavery, protest movements, civil rights, and black achievement.



HIS 341

RUSSIAN-AMERICAN DIPLOMATIC HISTORY

3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

HIS 342 (F, S)

HISTORY OF THE WESTWARD MOVEMENT IN AMERICA

3 credits

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

HIS 347 (F, S)

PRESIDENTIAL POLITICS; ROOSEVELT TO REAGAN

3 credits

Historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

HIS 402 (F, S)

THE AMERICAN REVOLUTION

3 credits

An intensive analysis of concepts and movements generated in the American colonies, which resulted in revolution and separation of the British settlements.

HIS 413 (F, S)

JEFFERSONIAN-JACKSONIAN DEMOCRACY

3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society.

HIS 415 (F, S)

THE AMERICAN CIVIL WAR

3 credits

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox.

HIS 425 (F, S)

AMERICA AS A WORLD POWER, 1939-PRESENT

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents.

HIS 429 (F, S)

THE EMERGENCE OF MODERN AMERICA, 1877-1913

3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447 (F, S)

THE UNITED STATES IN THE PACIFIC BASIN

3 credits

The interrelationship of the United States and the East Asian world in the modern period.

Area II: European History

HIS 310

EUROPE TO 1400

3 credits

Traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

HIS 311

EUROPE FROM 1400 TO THE PRESENT

3 credits

Surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325 (F, S)

IMPERIALISM IN THE MODERN WORLD

3 credits

A study of the expansion of Western nations into the world of Asia and Africa in the 19th century, and the contraction of Western influence in these areas in the 20th century.

HIS 328 (F)

WOMEN AND HISTORY

3 credits

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to explanations of changed status in successive historical eras; e.g., the Greeks, the Romans, etc.



HIS 335 (F, S)

GREEK CIVILIZATION

3 credits

A survey that stresses the development of Greek civilization until the death of Alexander the Great.

HIS 336 (F, S)

THE ROMAN EMPIRE
3 credits

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

HIS 338 (F, S)

THE EARLY MIDDLE AGES
3 credits

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

HIS 339 (F, S)

THE LATER MIDDLE AGES
3 credits

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

HIS 343 (F, S)

MODERN EUROPE TO 1870: THE AGE OF REVOLUTIONS
3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power.

HIS 345 (F, S)

MODERN EUROPE SINCE 1870: THE AGE OF VIOLENCE
3 credits

A detailed survey of Europe in the last 100 years.

HIS 348 (F, S)

SLAVIC AND EASTERN EUROPEAN HISTORY
3 credits

An examination of the rise of Slavic civilization and the present problems of Eastern Europe.

HIS 440 (F, S)

MODERN IRELAND
3 credits

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

HIS 452 (F, S)

MODERN RUSSIA
3 credits

The history of Russia from 1917 to the present.

HIS 458 (F, S)

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life.

Area III: Non-Western History**HIS 303**

ASIA, AFRICA, AND THE AMERICAS: 1920 TO THE PRESENT
3 Credits

Traces the beginnings of the breakdown of Western colonialism after World War I and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the "Third World," the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects of the new century.

HIS 307 (F, S)

LATIN AMERICA: THE COLONIAL PERIOD
3 credits

A survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America.

HIS 308 (F, S)

LATIN AMERICA IN REVOLUTION
3 credits

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America.

HIS 325 (F, S)

IMPERIALISM IN THE MODERN WORLD
3 credits

A study of the expansion of Western nations into the world of Asia and Africa in the 19th century, and the contraction of Western influence in these areas in the 20th century.

HIS 344 (F, S)

TOPICS IN AFRICAN HISTORY
3 credits

An account of the empires, tribes, and development of Africa from earliest times to the present.

HIS 346 (F, S)

EAST ASIA IN THE MODERN WORLD
3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and Western influence.

HIS 350 (F)

TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial western intrusion into this wealthiest and most populous of traditional civilizations.

HIS 351 (S)

MODERN CHINA, 1840 TO THE PRESENT

3 credits



Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China's initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

HIS 352 (F)

TRADITIONAL JAPAN TO 1840

3 credits



For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world's most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan's "opening" to the west.

HIS 353 (S)

MODERN JAPAN, 1840 TO THE PRESENT

3 credits



This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way such topics as the impact of the Meiji Restoration, Japan's "special relationship" with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

HIS 354 (F, S)

THE MODERN MIDDLE EAST

3 credits



This course will focus on the Middle East from the Crimean War to the present, with emphasis on the dissolution of the Ottoman Empire, the role of Western imperialism in the creation of modern states in North Africa and West Asia, the Arab-Israeli conflict, oil and Arab nationalism.

HIS 370/470

SPECIAL TOPICS IN THIRD WORLD AREAS

3 credits



Central America, the Middle East, China, India, etc.

Other Courses: Depending on the specific topic, these courses can be taken for either Area I, II, or III.

HIS 340 (F, S)

TOPICS IN MODERN HISTORY

3 credits

An examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 460 (F, S)

DIRECTED READINGS

3 credits

Readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

HIS 480 (F, S)

SEMINAR

3 credits



Methodology and historiography; bibliographical essay required.

HIS 481 (F, S)

SEMINAR

3 credits



Writing a research paper.

HIS 482-485

SEMINARS

3-6 credits

INFORMATION TECHNOLOGY

(See Mathematics and Computer Science)

INTEGRATED SCIENCE, BUSINESS, AND TECHNOLOGY (ISBT)**FACULTY**

Nancy L. Jones, Chair

Professors: Borkowski, Jones

Assistant Professors: Timmerman, Weaver

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology, Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The Biotechnology concentration will prepare students for employment in diagnostic, pharmaceutical, medical, food, agricultural, and other types of biotechnology-based companies. Courses in this concentration will provide students with experience in protein chemistry, tissue culture, microbiology, and molecular biology. The students will also gain a fundamental understanding of the regulations and procedures used by agencies that regulate the biotechnology industry. Specific regulations to be covered will include GMP, environmental issues (waste disposal, pollution, etc.), patent considerations, and biosafety.

Graduates of the ISBT IKM concentration are "Knowledge Liaisons" who facilitate the flow of information throughout the entire corporate organization. Building on a technical foundation that includes an understanding of data collection methods, database structure, system architecture, and data-mining applications, the Knowledge Liaison shepherds information among corporate divisions, departments, individuals, and the corporate knowledge repository.

The ISBT ENR concentration provides a broad understanding of energy and natural resource supply and use. Topics to be emphasized include sustainable energy development, efficiency, natural resource manage-

ment, environmental concerns, related government policy, risk assessment, and the effect of deregulation on the energy industry. This area of study will address supply chain management in terms of the use and disposal of natural resources. Energy production will be analyzed to include the consideration of the raw materials necessary for production as well as the consideration of the waste and by-products resulting from energy production. The technical and economic aspects and the human benefits resulting from this area will be studied.

CORE COURSES

- ISBT 101
- ISBT 102
- ISBT 111-112
- ISBT 201-202
- ISBT 211-212
- ISBT 431
- ISBT 481-482
- BUS 100
- ISBT 379

CONCENTRATION COURSES

- Four additional courses within the student's area of concentration
- Two more courses outside the student's area of concentration

The ISBT major may, if academic standing permits, elect to participate in a co-op to fulfill part of his or her major requirements. If the co-op option is chosen, the student will need to take three concentration courses in his/her area and one more advanced course outside the area of concentration.

COURSE DESCRIPTIONS

Required Courses

ISBT 101 (F) LIVING SYSTEMS I 4 credits

This course will provide students with an introduction to biology, chemistry, environmental science, and geology with an emphasis on practical applications. Included in this course will be the fundamentals of computer use, including training on how to use the computer to prepare laboratory reports. The course will be laboratory-intensive with hands-on group learning experiences. Students will be expected to master basic laboratory skills and gain a degree of comfort in working in the laboratory.

ISBT 102 (S) LIVING SYSTEMS TECHNOLOGY 4 credits

Students (working in teams) will be required to select 2 to 3 technologies that are derived from the sciences they were introduced to in ISBT 101. Students will analyze the technology from its inception to its current status. The analysis will include business considerations, an understanding of the basic science, moral, social, and ethical issues related to the technology, and a summary suggesting a future for the technology. Each team will be required to prepare both written and oral presentations. Prerequisite: ISBT 101.

ISBT 111 (F) TECHNOLOGY AND SYSTEMS ANALYSIS 4 credits

This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

ISBT 112 (S) TECHNOLOGY FOUNDATIONS I: PROCESSES 4 credits

This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory-intensive with hands-on group learning experiences. Upon completion of this course, students will be comfortable in a physical science laboratory. Prerequisite: ISBT 111.

ISBT 201 (F) LIVING SYSTEMS II 4 credits

This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving. Prerequisite: ISBT 101, 102.

ISBT 202 (S) TECHNOLOGY AND BUSINESS ANALYSIS 4 credits

This course will continue the student's exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e.: biotechnology, energy and natural resources, and information and knowledge management. Analysis of a technology from each of the areas will prepare students to choose their area of concentration. Prerequisite: ISBT 111 and 201.

ISBT 211 (F) INSTRUMENTATION AND MEASUREMENT 4 credits

This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in

a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems. Prerequisite: ISBT 111, 112.

ISBT 212 (S)

TECHNOLOGY FOUNDATIONS II: MATERIALS

4 credits

This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated. Prerequisite: ISBT 211.

ISBT 431

REGULATORY AFFAIRS

3 credits

In this course, we discuss the history, issues, roles, and future trends of the U.S. agencies such as the F.D.A., E.P.A., and OSHA that are responsible for administering the major laws and regulations pertaining to the life cycle of products in commerce. Emphasis is on understanding the impacts of environmental, health, safety (E.H.S.) and product laws and regulations with which most businesses have to comply. All of the major E.H.S. Acts are presented and case studies, practical exercises and team group work are used to discover the business impacts. Prerequisite: ISBT Junior standing.

ISBT 379

PROJECT MANAGEMENT

3 credits

ISBT 481-482

CAPSTONE EXPERIENCE I, II

3 credits

As an extension of a student's concentration, individual students or teams of students will work on a real-world problem designed by the student or team. The project will culminate in the student's formal presentation of results and conclusions both orally and in written form.

Concentration/Elective Courses

Biotechnology

ISBT 301

METHODS IN BIOTECHNOLOGY

4 credits

This course will provide a hands-on introduction to biotechnology. Through the semester the student will learn many of the techniques routinely used in molecular biology and biotechnology. The majority of the time will be spent in the laboratory. Upon completion of the course, the student should have sufficient fundamental knowledge of molecular biology and biotechnology to be able to function in a biotechnology laboratory. Prerequisite: ISBT 201

ISBT 302

TISSUE CULTURE

4 credits

This course will provide the student with a hands-on introduction to cell culture. Through the semester, the student will learn techniques for handling, storing, growing, and manipulating cells in culture. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge of cell culture to be able to function in a cell culture laboratory. Prerequisite: ISBT 201

ISBT 401

BIOPROCESSING

4 credits

This course will provide the student with a hands-on introduction to bioprocessing. Through the semester, the student will learn how to set up, maintain, and operate bioreactors. Along with the operation of the equipment, she will need to learn and understand the growth requirements for the organisms she chooses to grow and the specific requirements for the product she wishes the organisms to generate. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge to be able to run a small-scale bioreactor. Prerequisite: ISBT 201

- BIOINFORMATICS
- SPECIAL TOPICS IN THE PHARMACEUTICAL/BIOTECHNOLOGY INDUSTRY

Information and Knowledge Management

ISBT 311

LABORATORY INFORMATICS

3 credits

Laboratories and production facilities utilize electronic information systems to enhance productivity, quality, safety, and efficiency. This course will introduce students to the concepts of laboratory and production information systems, collectively known as "Laboratory Informatics". This includes an examination of information collection, storage, and retrieval from computer databases, analysis of technical data including statistical analysis, curve fitting, feature extraction, digital signal processing, frequency analysis, and data modeling, and the study of Supervisory Control and Data Acquisition (SCADA) methodologies. Prerequisite: ISBT 211

ISBT 312

COLLABORATIVE SOFTWARE DEVELOPMENT

3 credits

This course will introduce students to the tenets of collaborative software development. As the majority of commercial and professional software is developed by a group of software engineers rather than individuals, this course will examine methods of software project management and specifically utilize the agile development method of Extreme Programming. Working software will be developed throughout the course. The initial project will use National Instruments LabVIEW. The second project will introduce the text-based, ANSI C language, National Instruments LabWindows/CVI. The final project will use the Microsoft Visual Studio .NET development platform. Prerequisite: ISBT 311

ISBT 411**INTELLIGENT SYSTEMS**

3 credits

This course presents a systematic introduction to the fundamentals of computational intelligence, including in-depth examination of artificial neural networks, evolutionary computing, swarm intelligence and fuzzy systems. Computational intelligence is the study of adaptive mechanisms to enable or facilitate intelligent behavior in complex and changing environments. Specific environments examined will include Laboratory Automation, Automated Process Control, Robotics, and Business Decision Support. Prerequisite: ISBT 311, 312

ISBT 412**KNOWLEDGE DISCOVERY**

3 credits

This course will introduce students to the Knowledge Discovery process with special concentration on the various concepts and algorithms of Data Mining. Specific topics include an examination of Online Analytical Processing (OLAP), data warehousing, information retrieval, and machine learning. The core concepts of classification, clustering, association rules, prediction, regression, and pattern matching are followed by a discussion of advanced topics such as mining temporal data, spatial data, and Web mining. This course will incorporate the algorithms examined in ISBT 411—Intelligent Systems—and will emphasize the importance of Knowledge Discovery and Data Mining in research, product development, and production facilities. Prerequisite: ISBT 411

Energy and Natural Resources**ISBT 321****FUNDAMENTALS OF ENERGY AND NATURAL RESOURCES**

3 credits

This course will cover the fundamental concepts from chemistry, physics, and engineering within the context of energy applications. This includes the principles governing energy transformations, transport, and conversion, including the laws of thermodynamics, the study of heat, and chemical and nuclear reactions. We look at the way we use our natural resources to obtain energy. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context. Prerequisite: ISBT 212

ISBT 322**ROLE OF ENERGY AND NATURAL RESOURCES IN MODERN SOCIETY**

3 credits

This course will provide a fairly comprehensive overview of available energy resources both domestically and internationally. This course will be taught by a professional in the field and will draw upon the instructor's own experiences. Prerequisite: ISBT 321

ISBT 421**NATURAL RESOURCE MANAGEMENT**

3 credits

This course will cover natural resource use, conservation, and management. We begin by discussing renewable energy sources, contrasting their use with the use of non-renewable sources. We then discuss some of our other natural resources, such as water, forests, minerals, and the atmosphere. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context. Prerequisite: ISBT 321

ISBT 422**SUSTAINABLE ENERGY DEVELOPMENT**

3 credits

This course covers the topic of sustainability as it relates to our use of our natural resources. We discuss the philosophy, economics, implementation, public and government involvement in this area, the reality and the future of sustainability. We also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context. Prerequisite: ISBT 321

Other Courses**ISBT 333****ENTREPRENEURSHIP AND HIGH TECH BUSINESS I**

3 credits

This course will direct the student through the many steps required to take a concept from business start-up, through invention and development to commercialization. The students will learn through two pathways studying cases and through their own creative efforts. Time will be spent tracing the history of high tech start-ups, both those that have survived and those that did not. In parallel, the students will be required to simulate their own companies. Prerequisite: BUS 100

ISBT 334**ENTREPRENEURSHIP AND HIGH TECH BUSINESS II**

3 credits

This course is an optional follow on to ISBT 333. It is aimed at students that have a business idea that they are ready to take to the next level. In this course, students will take the business plan they wrote for ISBT 333 and find and include the detail needed to start the business. Students will design and participate in feasibility studies, technology demonstrations, market surveys, solicitation of funds, and due diligence. Prerequisite: ISBT 333

ISBT 350, 450**COOPERATIVE EDUCATION I, II**

3 credits

Full-time, paid assignment in a cooperating firm, and involves job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their co-op experience. Position is arranged through the director. Required: junior or senior standing, minimum G.P.A. of 3.0, and approval of the Director.

ISBT 360, 460**ISBT INTERNSHIP I, II**

3 credits

Normally part-time or summer employment in a cooperating site to provide practical experience. Working under professional supervision, students will learn how to apply their education to everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience. Required: junior or senior status, minimum G.P.A. of 3.0, and approval of the Director.

INTEGRATIVE STUDIES

FORENSICS STUDIES MINOR

Co-Directors: David Cichowicz (Chemistry), Bonni H. Zetick (Sociology, Social Work, and Criminal Justice)

Forensic science is the use of scientific principles to assist in the resolution of legal questions, such as determining the guilt or innocence of people suspected of committing a crime. Crime scene investigation, including evidence processing and evidence analysis, are two main areas of work in the field. The minor in Forensic Studies will help to prepare students for graduate school in forensic studies or science and for an entry-level position in crime scene processing or evidence analysis, if they have the appropriate major (Psychology, Criminal Justice, or Computer Science for processing, or Chemistry, Biology, or Physical Science for analysis). The minor is comprised of introductory forensic science topics, including legal and ethical issues, forensic science for natural science or social science majors, criminal procedures, statistics, a free elective relative to the student's major, and a culminating capstone experience.

CURRICULUM:

Students may complete the minor program by taking either Track 1, Crime Scene Processing, for non-science majors, or Track 2, Evidence Analysis, for science majors. The minor requires six courses, including an introductory forensic studies course, courses in forensic science, criminal procedures, statistics, a relevant elective, and a capstone course. Additionally, students take Core courses in oral and written communication.

REQUIREMENTS:

- **REQUIRED FOR MINOR IN FORENSIC STUDIES: 6 COURSES, FOLLOWING EITHER TRACK 1 OR TRACK 2; 2.0 G.P.A. IN THE MINOR**

Track 1 – Crime Scene Processing (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 152** Criminalistics for the Non-Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **ECN/POL 213, PSY 310, SOC 301, BUS 202, or HSC 217** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

Notes: **FST 101** does not count as a Core science course.

Track 2 – Evidence Analysis (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 265** Criminalistics for the Physical Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **BIO 314 OR MTH 410** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

*Notes: **FST 101** does not count as a Core science course.

The student chooses a course outside of the major requirements for the elective, from the following list:

- **BUS 303** Legal and Ethical Environment of Business
- **CRJ 161** Introduction to Criminal Justice
- **FST 370** Special Topics in Forensic Studies

- **PHL 264** Critical Thinking
- **PHL 311** Problems of Knowledge
- **PSY 220** Psychopathology
- **PSY 225** Social Psychology
- **PSY 270** Forensic Psychology
- **REL 352** Biomedical Issues
- **SOC 265** Sociology of Law
- **SWK 280** Human Behavior in the Social Environment

FST 101 (F, S)

INTRODUCTION TO FORENSIC STUDIES

3 credits

This course provides students with an introduction to forensic science in its broadest sense, encompassing classical criminalistics as well as the related laboratory subjects. The role of physical scientists as well as social scientists will be explored. The course provides students with an overview of the complexity and depth of forensics and the necessary foundations in forensic concepts and procedures to pursue specialized forensic courses within the disciplines of the social and physical sciences. The course employs hands-on learning activities, group work, and the traditional lecture format. Sample topics include introduction to forensics, the crime scene, collection of physical evidence, legal considerations, ethical considerations, the criminal justice system, and areas of forensic specialization.

FST 401 (S)

CAPSTONE IN FORENSIC STUDIES

4 credits

Students will integrate knowledge, skills, and techniques learned in prerequisite courses through several case studies that involve mock or virtual crime scenes. In mock crime scenes, students, in teams, will collect evidence and take photographs. Students will be provided the evidence in virtual case studies. They will then prepare evidence for scientific analysis, analyze the evidence to determine the viability of the case, write reports, prepare to testify in court, and conduct mock trials. Each case study will include ethical components. Site visits to local, state, and/or federal crime labs will supplement the case studies. Prerequisite: Completion of all other courses in the Forensic Studies minor.

LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)

Marjorie Allen (English Department), Robert Vogel (Education Department), Louise Giugliano (University Ministry and Service)

This program is designed to make undergraduates more active learners and give them the tools to become truly engaged citizens in the various communities (local, national, global) they will enter after graduation. Our primary objective is to create students who come to understand, value and accept their responsibility to become active citizens in their community, sensitive to cultural diversity, so that they may assume active leadership roles and help others do the same. In order to meet this objective, the minor in Leadership and Global Understanding (LGU) will integrate service learning, community leadership, intercultural/international studies, travel study and student-centered pedagogy. But the key to such an objective is the **integrative student centered pedagogy** where students assume primary responsibility for their own learning.

REQUIREMENTS**■ REQUIRED FOR MINOR IN LEADERSHIP AND GLOBAL UNDERSTANDING: 6 COURSES**

- **LGU 200** Introduction to Leadership and Global Understanding
- **COM 320** Communication and Culture (designated sections)
- Three LGU Travel Study Courses: courses with international and domestic travel components appropriate to the aims of the minor (understanding different cultural perspectives, leadership, service learning)
OR
Two LGU Travel Study Courses and one of the following three options:

Cultural Studies Option:

ENG 338 World Literatures: the non-Western Tradition

Religion Option:

REL 251 Peace and Social Justice**REL 353** Social Justice and Community Service

Language Option:

A course from the Cultural Studies option or the Religion option as the elective and the selection of **Foreign Language in the Patterns of Meaning** to fulfill the core curriculum requirements

- **LGU 400** Studies in Leadership and Global Understanding: Capstone Course

COURSE DESCRIPTIONS**LGU 200**

INTRODUCTION TO LEADERSHIP AND GLOBAL UNDERSTANDING
3 credits



This experiential course examines the various communities students are members of—the campus community, the city of Philadelphia, the greater Philadelphia area, the nation and the global community. In particular, students will explore the Philadelphia community, its history and the various groups that make it up. The Introduction to Leadership and Global Understanding will introduce the student to the rich diversity of cultural groups in the Philadelphia area. Using Philadelphia as a model, students will learn to see the “community” as multi-layered and will begin to ask important questions about the rights and obligations of citizenship within such a community.

LGU 400

STUDIES IN LEADERSHIP AND GLOBAL UNDERSTANDING-
CAPSTONE EXPERIENCE
(3 credits)



Studies in Leadership and Global Understanding is a multidisciplinary capstone course whose primary purpose is to integrate travel study courses, designated electives, home and abroad projects, curricular and extracurricular experiences including service learning opportunities of the student as he or she has progressed through the minor. Whereas the introductory course focused on the campus and Philadelphia communities, the capstone course focuses on the bridges between these more immediate communities and the global community with which the student now has some direct experience.

WOMEN'S STUDIES MINOR

Directed by: Jacqueline Pastis, Ph.D., Religion Department

The Women's Studies Minor is an interdisciplinary minor designed for students of any major who wish to explore the rich diversity of women's lives and experiences by examining the influences of sex, race, ethnicity, and class on history and culture. Since the list of approved courses for the Women's Studies Minor changes, students are advised to consult the Director for current information. Women's Studies courses are listed at the beginning of each semester's Course Registration Booklet.

REQUIREMENTS**■ REQUIRED FOR THE WOMEN'S STUDIES MINOR: SIX COURSES—WST 201 AND 5 ADDITIONAL COURSES FROM AT LEAST 3 DIFFERENT DISCIPLINES FROM THE FOLLOWING:**

- **ART 210** Women and Art
- **CRJ 387** Gender, Crime and Justice
- **ENG 250** Writers and Their Worlds (specified sections)
- **ENG 302** Language and Prejudice
- **ENG 335** Women Writers
- **ENG 435** Women, Literature and Culture
- **HIS 328** Women and History
- **HIS 329** The American Woman
- **HSC 434** Women's Health Concerns
- **PHL 330** The Great Philosophers: de Beauvoir
- **PHL 330** The Great Philosophers: Foucault
- **PHL 339** Gender, Body, and Culture
- **POL 311** Women in Politics
- **PSY 271** Psychology of Women
- **REL 241** Women and Western Religion
- **REL 270** Women and Early Christianity
- **REL 271** Women and Islam
- **REL 316** The Bible and Women
- **SOC 260** Sex, Power, and Socialization
- **SOC 270** Sexism and the Law
- **WST 201** Introduction to Women's Studies

COURSE DESCRIPTION**WST 201**

INTRODUCTION TO WOMEN'S STUDIES



Using an interdisciplinary approach, this course examines the social construct of gender. It explores the multiplicity of women's voices and of women's histories as expressed through race, class, sexual identity, religious affiliation, and physical disability/ability and explores a range of issues that affect women's lives including work, health, education, family and sexuality.

INTERNATIONAL STUDIES MINOR

(See entry in the School of Business section of this catalog)

MATHEMATICS AND COMPUTER SCIENCE

FACULTY

Linda J. Elliott, Chair

Professors: Blum, Camomile, Longo, McCarty

Associate Professors: Andriulli, DiDio, Gleber, Kirsch, Knappenberger, McManus, Michalek, Redmond, Wiley

Assistant Professors: Catanio, Edlin, Elliott, Highley, McCoe, Turk

POWERS COURSES

■ INFORMATION TECHNOLOGY

- **CSC 151, 152, CSM 154**

(CSC 230 and CSIT 154 also satisfy the Information Technology requirements.)

■ NUMBERS

- **MTH 150**

(MTH 114 and MTH 120 also satisfy the Numbers requirement.)

Select the appropriate CSC Powers course according to major:

- Computer Science and Information Technology majors are required to take **CSC 230**. This course assumes computer literacy and depending on a student's background, may have a prerequisite.
- Mathematics majors are required to take **CSM 154**.
- Digital Arts and Multimedia Design majors should take **CSIT 154**.
- Students who plan to minor in Computer Science or Information Technology should take **CSC 230**.
- Other science majors should take **CSC 152, CSC 230, or CSM 154**.
- MIS majors should take **CSIT 154**. Other Business majors are advised to take **CSC 151**.
- Students in the remaining majors are advised to take **CSC 151**.

The Department offers major programs in Mathematics, Mathematics-Education, Computer Science, Information Technology, and Digital Arts and Multimedia Design (DArt). The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interest. A departmental advisor will assist students in choosing and proceeding through a selected program.

MATHEMATICS

The Department supports two Mathematics majors, one leading to the B.A. degree and another leading to the B.S. degree. The B.A. degree track requires fewer courses than the B.S. track. It is advisable for students who take the B.A. track to declare a minor in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

REQUIREMENTS

■ REQUIRED FOR B.A. IN MATHEMATICS: (15 COURSES)

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 322**
- **MTH 341**

- **MTH 410**
- Five additional upper division Mathematics courses with at least one from **MTH 330, 345, 424, 430**
- **CSM 154**
- **PHY 105**

■ REQUIRED FOR B.S. IN MATHEMATICS: (18 COURSES)

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 321**
- **MTH 322**
- **MTH 341**
- **MTH 410**
- **MTH 424 or 430**
- Four additional upper-division Mathematics courses
- **PHY 105**
- **PHY 106**
- **CSM 154**
- **CSC 230 or 280.**

■ REQUIRED FOR MAJOR IN MATHEMATICS-EDUCATION: (12+ COURSES)

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 330**
- **MTH 341**
- **MTH 405**
- **MTH 410**
- **CSM 154**
- **PHY 105**
- One additional upper-division Mathematics course; plus additional courses as specified by the Education Department

■ REQUIRED FOR A MINOR IN MATHEMATICS: (6 COURSES)

- **MTH 120**
- **MTH 221**
- Any three from **MTH 222, MTH 240, MTH 302, MTH 322**
- One additional Mathematics course numbered 300 or greater.

COURSE DESCRIPTIONS

MTH 101

INTERMEDIATE ALGEBRA

3 credits

Algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; systems of linear equations. NOTE: Not to be taken to fulfill major requirements. Students who have other college credits in Mathematics must obtain permission of the Department Chair to enroll in this course.

MTH 113ALGEBRA AND TRIGONOMETRY
4 credits

Review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem-solving and modeling. A TI graphing calculator is required.

MTH 114APPLIED BUSINESS CALCULUS
4 credits

Introduction to functions and modeling; differentiation. There will be a particular focus on mathematical modeling and business applications. Applications include: break-even analysis; compound interest; elasticity; inventory and lot size; income streams; and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Prerequisites: CSC 151 or its equivalent.

MTH 120CALCULUS AND ANALYTIC GEOMETRY I
4 credits

Functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives, the definite integral and approximations; the fundamental theorem of calculus; integration using substitution. A TI-89 calculator is required for Mathematics majors; a TI graphing calculator is required for other majors. Prerequisite: MTH 113 or equivalent in secondary school mathematics.

MTH 150MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers

Overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen; logical reasoning, uses and abuses of percentages, interpreting statistical studies and graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and health care, lotteries and games of chance, and financial mathematics.

CSM 154MATHEMATICAL TECHNOLOGY
4 credits/Powers

The use of technology as a tool for solving problems in mathematics, learning mathematics and building mathematical conjectures; electronic spreadsheets, a Computer Algebra System (CAS), and a graphing calculator; the use of these tools, programming within all three environments, including spreadsheet macros, structured CAS programming, and calculator programming. A TI-89 calculator is required for Mathematics majors; a TI graphing calculator is required for other majors.

MTH 221CALCULUS AND ANALYTIC GEOMETRY II
4 credits

Differentiation and integration of inverse trigonometric and hyperbolic functions; applications of integration including area, volume, and arc length; techniques of integration including integration by parts, partial fraction decomposition, and trigonometric substitution; L'Hopital's Rule; improper integrals; infinite series and convergence tests; Taylor

series; parametric equations; polar coordinates; conic sections. A TI-89 calculator is required for Mathematics majors; a TI graphing calculator is required for other majors. Prerequisite: MTH 120.

MTH 222CALCULUS AND ANALYTIC GEOMETRY III
4 credits

Three-dimensional geometry including equations of lines and planes in space, vectors. An introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization, and multiple integration. Applications of partial differentiation and multiple integration. A TI-89 calculator is required. Prerequisite: MTH 221.

MTH 240LINEAR ALGEBRA AND APPLICATIONS
4 credits

Systems of linear equations; matrices; determinants; real vector spaces; basis and dimension; linear transformations; eigenvalues and eigenvectors; orthogonality; applications in mathematics, computer science, the natural sciences, and economics. Prerequisite: MTH 221.

MTH 260DISCRETE STRUCTURES I
3 credits

This course is the first half of a two-semester course in Discrete Mathematics. The intended audience of the course consists of Computer Science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

MTH 261DISCRETE STRUCTURES II
3 credits

This course is the second half of a two-semester course in Discrete Mathematics. The intended audience of the course consists of Computer Science majors (both B.A. and B.S.) and IT majors. Topics in the course include number theory, matrix arithmetic, induction, counting, discrete probability, recurrence relations, and Boolean algebra. There will be an emphasis on applications to computer science. Prerequisite: MTH 260.

MTH 302FOUNDATIONS OF MATHEMATICS
3 credits

Propositional logic; methods of proof; sets and cardinality; basic properties of integers; elementary number theory; structure of the real numbers; sequences; functions and relations. Prerequisite: MTH 221.

MTH 321 (S odd years)REAL ANALYSIS
3 credits

Theory behind calculus topics such as continuity, differentiation, integration, and sequences and series (both of numbers and of functions); basic topology, Fourier Series. Prerequisites: MTH 222 and 302.

MTH 322

DIFFERENTIAL EQUATIONS

4 credits

Analytical, graphical, and numerical techniques for first and higher order differential equations; power series and Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences. Prerequisite: MTH 221.

MTH 330 (F even years)

MODERN GEOMETRIES

3 credits

Topics from Euclidean geometry including motions and similarities, collinearity and concurrence theorems, compass and straightedge constructions; the classical non-Euclidean geometries; finite geometries. Prerequisite: MTH 240.

MTH 341 (F even years)

ABSTRACT ALGEBRA

3 credits

Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings. Prerequisite: MTH 302.

MTH 345 (F odd years)

COMBINATORICS

3 credits

Permutations and combinations; generating functions; recurrence relations and difference equations; inclusion/exclusion principle; derangements; other counting techniques, including cycle indexing and Polya's method of enumeration. Prerequisite: MTH 221.

MTH 370, 371, 372, 373

SELECTED TOPICS IN MATHEMATICS

3 credits

An introduction to specialized areas of mathematics. The subject matter will vary from term to term. Prerequisite: junior Mathematics standing.

MTH 405 (F odd years)

HISTORY OF MATHEMATICS

3 credits

In-depth historical development of arithmetic, algebra, geometry, trigonometry, and calculus in Western mathematics (Europe and Near East) from ancient times into the 1700s; highlights from the mathematical work of such figures as Hippocrates, Euclid, Archimedes, Heron, Diofantus, Fibonacci, Cardano, Napier, Descartes, Fermat, Newton, and Leibniz; non-Euclidean geometry (1800s); important contributions of Euler and Gauss; the advent of computers. Prerequisite: MTH 302.

MTH 410 (F odd years)

PROBABILITY AND STATISTICS I

3 credits

Sample spaces and probability measures; descriptive statistics; combinatorics, conditional probability and independence; random variables, joint densities and distributions; conditional distributions; functions of a random variable; expected value and variance; Chebyshev's inequality; correlation coefficient; laws of large numbers; the Central Limit Theorem; various distribution models; introduction to confidence intervals. Prerequisite: MTH 222.

MTH 411 (S even years)

PROBABILITY AND STATISTICS II

3 credits

Measures of central tendency and variability; random sampling from normal and non-normal populations; estimation of parameters; maximum likelihood estimates; confidence intervals and hypothesis testing; normal, chi-square, Student's t and F distributions; analysis of variance; randomized block design; correlation and regression; goodness of fit; contingency tables. Prerequisite: MTH 410.

MTH 421 (S odd years)

NUMERICAL ANALYSIS

4 credits

Basic concepts; interpolation and approximations; summation and finite differences; numerical differentiation and integration; roots of equations. Prerequisite: MTH 222.

MTH 424 (S even years)

COMPLEX VARIABLES

3 credits

Analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MTH 222 or permission of the instructor.

MTH 425 (F even years)

MATHEMATICAL MODELING

3 credits

Uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods interpolation, interactive dynamic systems, and simulation modeling. Prerequisite: MTH 221.

MTH 430 (S odd years)

TOPOLOGY

3 credits

Topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 302.

MTH 470, 471, 472, 473

SELECTED TOPICS IN MATHEMATICS

3 credits

An introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. Prerequisite: senior Mathematics standing.

COMPUTER SCIENCE

The Department supports three major Computer Science programs. Two of these major programs provide a traditional, strong foundation in the discipline of Computer Science; one leads to a B.A. degree and the other to a B.S. degree. The third major program leads to a B.S. in Information Technology.

A major goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions. The B.S. program in Computer Science provides the foundation for remaining current in Computer Science. It requires courses in related fields and provides breadth and depth

in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. It is strongly recommended that students in the B.A. program in Computer Science choose an appropriate minor in consultation with a departmental advisor. The Information Technology major is designed for those students interested in the study of networks and client support systems. It is recommended that students in the B.S. program in Information Technology choose a concentration in a related area.

REQUIREMENTS

■ REQUIRED FOR B.A. IN COMPUTER SCIENCE: 18 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 480
- CSC 481
- Four additional upper-division Computer Science courses (With the approval of the Department Chair, upper-division CSIT courses may be used.)
- MTH 160
- MTH 161
- PHY 201
- BUS 100 or BUS 101
- Two additional approved Business courses.

■ REQUIRED FOR B.S. IN COMPUTER SCIENCE 21 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 354
- CSC 366
- CSC 457
- CSC 464
- CSC 480
- CSC 481
- One additional upper-division Computer Science courses (With the approval of the Department Chair, an upper-division CSIT courses may be used.)
- MTH 120
- MTH 160
- MTH 161
- MTH 221
- PHY 105
- PHY 106
- PHY 201
- PHY 202

■ REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES

- CSIT 220
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- One additional Computer Science course numbered 300 or greater.

Five-Year Bachelor's/ Master's Degree – Computer Science (B.A./ B.S.) – Computer Information Science (M.S.)

Students may earn either the B.A. or B.S. in Computer Science and the Master of Science in Computer Information Science (M.S. C.I.S.) by participating in the five-year program. The student would satisfy the undergraduate Computer Science degree requirements for either the Bachelor of Arts or the Bachelor of Science during their first four years at the University, earning a minimum of 120 undergraduate credits and maintaining a G.P.A. of 3.0 or better. The student would then enter the Master of Science in Computer Information Science program. The M.S. C.I.S. Program is composed of core, specialized electives, and free electives and/or capstone courses. Individual foundation courses may be waived for those students entering with the B.A. or B.S. For successful completion of the master's degree, a student must earn 33 graduate credits (maintaining a G.P.A. of 3.0 or better).

COURSE DESCRIPTIONS

CSC 151

INTRODUCTION TO COMPUTING USING PACKAGES

3 credits/Powers

Survey of computers and computer systems; problem-solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151, CSC 152, and CSIT 154. Prerequisite: Computer Literacy.

CSC 152

INTRODUCTION TO COMPUTING; MATHEMATICS/SCIENCE APPLICATIONS

3 credits/Powers

Survey of computers and computer systems; problem-solving and computer applications for science and mathematics, including data analysis and regression introduction to a PC-based Graphical User Interface/windowed operating system; word processing; design and use of electronic spreadsheets; presentation software; Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151, CSC 152, and CSIT 154.

CSC 230

PROGRAMMING CONCEPTS AND GUIs

4 credits

Problem-solving and programming using problem-based learning; programming in an integrated development environment such as Visual Basic .NET; control flow, iteration, modules, arrays, file processing, classes and objects, basic graphical-user interface concepts (forms and controls); computing software issues (piracy and viruses). Prerequisite: CSIT 154 or permission of the department Chair.

CSC 240

DATABASE MANAGEMENT SYSTEMS

3 credits

Components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, social and ethical concerns; implementation of case studies using a relational DBMS. Prerequisite: CSIT 154 or permission of the Department Chair.

CSC 280**OBJECT PROGRAMMING**

4 credits

Problem-solving using a high level object-oriented language, such as Java; analyzing problems, designing a solution, implementing a solution, testing and debugging; abstraction, encapsulation, inheritance; using, designing, creating and testing classes; selection, iteration; simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 230.

CSC 290**INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS**

4 credits

Continuation of CSC 280; abstract data types including lists, stacks, queues, and binary trees; recursive techniques; use of classes in the Java Collections Framework for problem-solving. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 280.

CSC 310**COMPUTERS, ETHICS, AND SOCIAL VALUES**

3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the September 11th attack; effects of computers on work and society; responsibilities and risks of computing. Prerequisite: CSIT 220 and CSC 240.

CSC 340**DATABASE WINDOWS AND INTERNET APPLICATIONS**

3 credits

Programming in Visual Basic (VB.NET) and Active Server Pages (ASP.NET) that supports work with databases; models that support database access such as ActiveX Data Objects .NET (ADO.NET); Use of components class libraries; Design and development of solutions to problems using database tools and programming; database-driven Web sites. Prerequisites: CSC 230 and CSC 240.

CSC 354 (F 2006, 2008)**DATA STRUCTURES**

3 credits

An object-oriented approach to a variety of data structures, together with their classic algorithms, run-time cost, and applications; stacks, queues, priority queues, trees; hash tables; graphs; recursion; searching and sorting. Prerequisite: CSC 290.

CSC 360**INTERNSHIP**

3-6 credits

Prerequisite: Permission of Department Chair.

CSC 366 (S 2008, 2010)**LANGUAGE THEORY AND DESIGN**

3 credits

Programming languages; historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation, and application domains. Language paradigms including procedural, functional, logic, object-oriented, and non-sequential processing. Prerequisite: CSC 354.

CSC 370, 371, 372, 373, 374, 375, 376, 377**SELECTED TOPICS IN COMPUTER SCIENCE**

3 credits

An introduction to specialized areas of computer science. The topics will vary from term to term. Prerequisite: junior Computer Science standing.

CSC 450, 451**COOPERATIVE EDUCATION**

3-6 credits

Prerequisite: Permission of Department Chair.

CSC 453**COMPUTER GRAPHICS**

3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation; graphical methods for forming geometric figures (lines, circles, polygons, etc.); representation of two- and three-dimensional objects; transformations, windows and clipping, hidden line and surface removal. Prerequisite: CSC 354.

CSC 456**ARTIFICIAL INTELLIGENCE**

3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI in practice: game playing, expert, natural language understanding, learning, perceiving, and robotic systems. Prerequisite: CSC 280 and 340.

CSC 457 (S 2007, 2009)**OPERATING SYSTEMS**

3 credits

Principles and concepts of process and resource management in operating systems. I/O programming; interrupt mechanism, memory management; processor management; scheduler; traffic controller; device management; and information management and file systems. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSC 354.

CSC 464 (S 2007, 2009)**THEORY OF ALGORITHMS**

3 credits

Problem-solving strategies, including: divide and conquer, greedy, backtracking, and dynamic programming; complexity analysis of algorithms; introduction to complexity classes P and NP, with strategies for NP-complete problems. Prerequisite: CSC 354.

CSC 470, 471, 472, 473**SELECTED TOPICS IN COMPUTER SCIENCE**

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. Prerequisite: senior Computer Science standing

CSC 480 (F)**PROJECT DESIGN**

3 credits

Basic concepts and major issues of project design using a software engineering approach; the software development life; structured analysis and object-oriented design techniques; project planning; cost estimation; requirements definition. Requires a team project to design a software system by generating a software requirements specification. Prerequisite: senior Computer Science standing.

CSC 481 (S)**PROJECT IMPLEMENTATION**

3 credits

A continuation of CSC 480; Implementation issues; programming language features; validation and verification techniques; software maintenance. Requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 480.

INFORMATION TECHNOLOGY

REQUIREMENTS
**■ REQUIRED FOR B.S. IN INFORMATION TECHNOLOGY:
17 COURSES**

- CSIT 220
- CSIT 301
- CSIT 320
- CSIT 321
- CSIT 420
- CSIT 422
- CSIT 460
- CSC 230
- CSC 240
- CSC 280
- CSC 310
- Two additional upper-division IT or Computer Science courses
- MTH 160
- MTH 161
- PHY 201
- PHY 202

**■ REQUIREMENTS FOR A MINOR IN INFORMATION
TECHNOLOGY: 6 COURSES**

- CSIT 220
- CSC 230
- CSC 240
- Three additional Information Technology courses numbered 300 or greater.

COURSE DESCRIPTIONS

CSIT 154**INTRODUCTION TO INFORMATION TECHNOLOGY**

3 credits/Powers

Hardware and software components of a computing system; Internet, including electronic mail and the World Wide Web; introductory network concepts, including internets and intranets; hands-on hardware; introductory operating system concepts; computing ethics and social issues; licensing agreements (privileges and constraints); maintenance

agreements; spreadsheets, introductory database management systems, and introductory programming.

CSIT 220**DATA COMMUNICATION NETWORKS**

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Student projects may include introductory LAN design and administration. Prerequisite: CSIT 154 or permission of the Department Chair.

CSIT 301**COMPUTER ARCHITECTURE**

3 credits

Introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; hardware and software architecture components relative to memory management, I/O control and processing capabilities. Prerequisite: PHY 201 and MTH 161, either of which may be taken concurrently.

CSIT 320**LANs AND NETWORK ADMINISTRATION**

3 credits

A practical approach to network administration methodology using current technologies; network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 220.

CSIT 321**CLIENT SUPPORT**

3 credits

Installation, maintenance, and customization of a PC client operating system (OS), additional system and application software; hardware installation. Survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc. Certain aspects of professionalism and job searching, including licensing, familiarization with relevant portions of certification exams. Prerequisite: CSIT 220.

CSIT 322**E-COLLABORATION**

3 credits

Study of the technical design of groupware systems and shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 320.

CSIT 360**INTERNSHIP**

3-6 credits

Normally part-time, paid or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work.

Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience. Required: junior or senior standing, 2.5 G.P.A. overall and in the major, and recommendation of the internship coordinator.

CSIT 370, 371, 372, 373

SELECTED TOPICS IN INFORMATION TECHNOLOGY

3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of Information Technology. The subject matter will vary from term to term. Prerequisite: junior standing.

CSIT 420

APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS

3 credits

Principles and concepts of process, task, and resource management, including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems; major trends in the networking of systems, including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSIT 320.

CSIT 421

INTRODUCTION TO LINUX ADMINISTRATION

3 credits

Installing and maintaining a Linux server, including: using GNOME, users (and groups), BASH shell and related command line interface, file system, internet services (DNS, FTP, Apache), Samba, and backup. Prerequisite: CSIT 320.

CSIT 422

INFORMATION SECURITY

3 credits

Basic computer security concepts, terminology, and issues, including network security, Windows 2000 security, and Linux security; Hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, and intrusion detection systems. Prerequisites: CSIT 220 and (CSIT 320 or CSIT 321).

CSIT 450, 451

COOPERATIVE EDUCATION

3-6 credits

Full-time, paid six-month assignment in a cooperating firm, and involves job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their co-op experience. Position is arranged through the Chair of the Department or director of the program. Required: junior or senior standing, 2.5 G.P.A. overall and in the major, and recommendation of the co-op coordinator.

DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)

Conrad Gleber, Ph.D., Director

The Digital Arts and Multimedia Design (DART) major is a multidisciplinary program incorporating courses from Computer Science, English, and Fine Arts. The core requirements for the major include 10 courses that provide the foundation for the major program of study. The remaining elective courses are chosen from elected courses in DART departments. Students complete a capstone senior project management semi-

nar and a senior portfolio. A DART major also may elect to participate in an internship or co-op to fulfill part of the program requirements.

REQUIREMENTS

■ REQUIRED FOR B.A. IN DIGITAL ARTS AND MULTIMEDIA DESIGN: 17 COURSES

- BUS 100
- ART 102
- CSC 240
- DART 230
- DART 430
- DART 480
- DART 481
- CSD 210
- CSD 340
- ENG 218

• In addition to the courses listed above, students select one concentration track:

Multimedia and Creative Design Track

(7 courses: 4 required and 3 electives)

Required

- ART 220
- ART 215
- MUS 220
- CSD 310

Electives

- DART 450
- DART 461
- ART 263
- MUS 320
- Special Topics including 3-D modeling and rendering, typography

Professional Electronic Publishing Track

(7 courses: 3 required and 4 electives)

Required

- ENG 310
- ENG 409
- ENG 410

Electives

- DART 450
- DART 461
- ENG 303
- ENG 308
- ENG/COM 402
- COM 302
- COM 303
- COM 337
- COM 357
- Special Topics

Technical Development Track

(7 courses: 4 required and 3 electives)

Required

- CSD 342
- CSIT 220
- CSC 230, 340

Electives

- **DART 450**
- **DART 461**
- **CSC 280**
- **CSIT 320**
- **CSIT 321**
- **CSIT 322**
- Special Topics in CSC/IT

■ REQUIRED FOR MINOR IN DIGITAL ARTS AND MULTIMEDIA DESIGN 6 COURSES

- **ART 102**
- **CSD 210**
- **DART 230**
- **ART 220 or CSD 340**
- Two courses from the following list (note that the selected courses may not be from the student's major program of study and one course must be at the 300-400 level): **ENG 218, ENG 310, ENG 409, ENG 410, CSC 240, CSD 310, CSD 342, CSIT 220, CSC 230, CSC 340, BUS 204, MKT 302, MKT 305, DART 430, ART 215, MUS 220.**

Special topics courses in the DArt program may be added to the list of electives with the approval of the Program Director.

COURSE DESCRIPTIONS

CSD 210

CREATING MULTIMEDIA
3 credits

The fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive graphics, animation, digital audio); integration into Web publications; standard multimedia formats; multimedia development tools; Web authoring tools; high-performance Web playback. Students will specify, design, and develop Web-based projects. This course does not satisfy Computer Science major requirements. Prerequisite: CSIT 154 or CSC 151 or CSC 152.

CSD 310

ADVANCED ANIMATION
3 credits

Transformation of frame-based animation with fixed run-time behavior using scripted animation; focusing on interactivity, changing appearance, motion, and sound via scripting to control movies/Web sites in response to execution state and user events; script syntax, logic, controlling targeted objects, timelines; variables, conditional statements, and loops. Prerequisite: CSD 210.

CSD 340

WEB SCRIPTING
3 credits

An introduction to basic programming concepts: variables, arrays, control structures (ifs and loops), and functions, as well as an introduction to basic interface concepts such as forms, elements, events, etc. Use of these concepts in the creation of dynamic and interactive documents for the Internet. Mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML. Prerequisite: DArt 230 or permission of the Program Director.

CSD 342

SERVER SIDE SCRIPTING
3 credits

Application development using different server-based technologies. Technologies will focus on current industry standards such as CGI/BIN, .Net and PHP; new technologies, use of the technologies and current research efforts. The course will develop basic interaction with current database technologies. Prerequisite: CSD 340.

DART 230

WEB DEVELOPMENT
3 credits

Preparation, design, development, and maintenance of Web documents. Creating, revising, editing, and critiquing Web sites using "hard code" and applications-based layout and editing, and the use of style sheets. Emphasizes site architecture and mastery of Web authoring tools, including Web document deployment and debugging. (Note: Credit will not be given for both DART 230 and ENG 330.) Prerequisite: CSIT 154 or CSC 151.

DART 430 (F)

ADVANCED AUTHORIZING
3 credits

Methods to blend graphics, design, content, and multimedia components into a single digital medium; methods for merging these components; advanced and emerging technologies involving digital authoring, including advanced layout and multimedia designs, and current technology trends including server-side; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340.

DART 450 (F, S)

COOPERATIVE EDUCATION
3 credits

Full-time, paid assignment in a cooperating firm involving job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their co-op experience. Position is arranged through the director of the program.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 461-462 (F, S)

INTERNSHIP
3-6 credits

Normally part-time, paid or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for 10 to 15 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their internship experience.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 480

SENIOR PROJECT MANAGEMENT SEMINAR
2 credits

Plan, manage, and complete a digital media project. The students will participate in leadership roles, develop and manage a project budget, and participate in group exercises. The students will plan and maintain a time chart for the project. Each student will be assigned to one large project for the entire semester. Peer assessment will be incorporated into the course. This course is taken simultaneously with DART 481. Prerequisite: DART 430.

Dart 481

SENIOR DIGITAL ARTS PORTFOLIO
1 credit

Each student will refine an individual portfolio showcasing the techniques and goals he or she developed. The portfolio will be presented to a faculty panel for evaluation. Criteria for the portfolio will be available to the student at least one semester prior to beginning the portfolio. This portfolio course is taken simultaneously with DART 480, during the student's final semester. Prerequisite: DART 430 or permission of the Program Director.

MILITARY SCIENCE

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

COURSE DESCRIPTIONS
MSC 101 (F)

INTRODUCTION TO MILITARY SCIENCE I
1 CREDIT

An introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

MSC 102 (S)

INTRODUCTION TO MILITARY SCIENCE II
1 credit

Continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs, and practical experience in military leadership.

MSC 201 (F)

FUNDAMENTALS OF LEADERSHIP
2 credits

This course is designed to examine the basic leadership and management functions in relationship to individual and group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors that provide the foundation for organizational

success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

MSC 202 (S)

FUNDAMENTALS OF LEADERSHIP II
2 credits

This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

MSC 301 (F)

LEADERSHIP AND MANAGEMENT I
3 credits

This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders. Prerequisites: Must have completed MSC 101, 102, 201, and 202 or ROTC Leaders Training Course. Note: This class is held at Drexel University.

MSC 302 (S)

LEADERSHIP AND MANAGEMENT II
3 credits

This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC Warrior Forge in the summer. Prerequisite: Must have completed MSC 301. Note: This class is held at Drexel University.

MSC 401 (F)

LEADERSHIP DIMENSIONS AND PRACTICE
3 credits

This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model and the ethical challenges facing the military leader. Prerequisites: Completion of MSC 301 and 302, or special permission of the Professor of Military Science. Note: This course is held at Drexel University.

MSC 402 (S)

CONTEMPORARY MILITARY POLICY
3 credits

The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army. Prerequisite: Completion of MSC 401. Note: This course is held at Drexel University.

MUSIC

(See Fine Arts)

PHILOSOPHY

FACULTY

Marc R. Moreau, Ph.D., Chair
 Professors: Kerlin, Van Fleteren
 Associate Professors: Dallery, Tsakiridou
 Assistant Professors: Dobie, Garver, Moreau, Volpe
 Associate Faculty: William Sullivan, Ph.D.

PATTERNS COURSES

- **PHL 151, 152**

PATTERNS II COURSES

■ GENERAL TOPICS

- **PHL 201, 206, 212, 264, 267, 269.**

■ SPECIAL INTEREST

- **PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470.** You may take one or two courses in Philosophy to fulfill your Core IA requirement.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN PHILOSOPHY: 13 COURSES

- Patterns course
- **PHL 311, 313 or 323**
- **PHL 264 or 325**
- **PHL 326**
- **PHL 327**
- **PHL 328**
- **PHL 329**
- **PHL 330**
- **PHL 480**
- Four other courses beyond the Patterns 1 level.

■ REQUIRED FOR MINOR IN PHILOSOPHY: 6 COURSES

- **PHL 151 or 152**
- Five other courses beyond the Patterns 1 level

COURSE DESCRIPTIONS

PHL 151

THE HUMAN PERSON
 3 credits/Patterns

A study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE
 3 credits/Patterns

An investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY
 3 credits

A critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 212

CURRENT ETHICAL ISSUES
 3 credits/ Patterns II or Concentration Option

An application of ethical principles to present-day moral problems and controversies. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 213 (F)

PHILOSOPHY OF SPORTS
 3 credits/ Patterns II or Concentration Option

A philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY
 3 credits/ Patterns II or Concentration Option

A philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH
 3 credits/ Patterns II or Concentration Option

A study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing careers in the health professions. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 264

CRITICAL THINKING
 3 credits / Patterns II or Concentration Option

Aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART
 3 credits / Patterns II or Concentration Option

An introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 267 (F, S)

PHILOSOPHICAL APPROACHES TO GOD
3 credits/ Patterns II or Concentration Option

A study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 269

WORK AND CULTURE
3 credits/ Patterns II or Concentration Option

A philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, and work and alienation. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 270

SPECIAL TOPICS
3 credits/ Patterns II or Concentration Option

Some recent topics have included:

- Philosophy and Literature
- Philosophy and Film
- Christian Ethics
- Tao and Zen
- Art and Facism

Prerequisites: PHL 151 or 152 or permission of the Department Chair

PHL 303 (F, S)

AMERICAN PHILOSOPHY
3 credits/ Patterns II or Concentration Option

A critical history of thought in North America tracing its gradual transformation from 17th-century Puritanism to 20-th century pragmatism.

**PHL 306**

ENVIRONMENTAL PHILOSOPHY
3 credits / Patterns II or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 308

THE PHILOSOPHY OF HISTORY
3 credits/ Patterns II or Concentration Option

A study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, and perspective and relativity in history. The great schemes of historical interpretation are also considered. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 309

THE PHILOSOPHY OF THOMAS AQUINAS
3 credits/ Patterns II or Concentration Option

A study of the philosophical problems that arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from the *Summa Theologiae*. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 310

EXISTENTIALISM
3 credits/ Patterns II or Concentration Option

A critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 311

PROBLEMS OF KNOWLEDGE
3 credits/ Patterns II or Concentration Option

A systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth; and the role of observation, perspective and conceptualization in the justification of knowledge claims. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 313

METAPHYSICS
3 credits/ Patterns II or Concentration Option

A study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE
3 credits/ Patterns II or Concentration Option

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC
3 credits/ Patterns II or Concentration Option

An introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 326

HISTORY OF WESTERN PHILOSOPHY: THE ANCIENT WORLD
3 credits/ Patterns II or Concentration Option

Ancient Greek and Roman philosophy from the pre-Socratics through Plotinus. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 327HISTORY OF WESTERN PHILOSOPHY: LATE ANTIQUITY
AND THE MIDDLE AGES

3 credits/ Patterns II or Concentration Option

Late antique and medieval philosophy, concentrating on St. Augustine and St. Thomas Aquinas. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 328

HISTORY OF WESTERN PHILOSOPHY: EARLY MODERN WORLD

3 credits/ Patterns II or Concentration Option

Seventeenth- and 18th-century philosophy is studied with a concentration on the rationalists, the empiricists, and Kant. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 329

HISTORY OF WESTERN PHILOSOPHY: CONTEMPORARY PHILOSOPHY

3 credits/ Patterns II or Concentration Option

A comparative study of trends in continental and Anglo-American philosophy. These may include linguistic analysis, phenomenology, deconstruction, post-modernism, neo-pragmatism, and critical theory. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS

3 credits/ Patterns II or Concentration Option

An in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Michel Foucault. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 339

GENDER, BODY, AND CULTURE

3 credits/ Patterns II or Concentration Option

A philosophical analysis of social and cultural practices that construct gender identity. Strategies of resistance to dominant modes of embodiment and concepts of sexual difference will also be explored. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 341

MINDS, BRAINS, AND MACHINES

3 credits/ Patterns II or Concentration Option

An examination of human consciousness with a special emphasis on theories influenced by recent developments in psychology, computer science, and neurobiology. Topics include the relation between the mind and the brain, the possibility of building conscious machines, and the mental life of animals. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 350

BUSINESS ETHICS

3 credits/ Patterns II or Concentration Option

Business practices evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision-making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 370

SPECIAL TOPICS

3 credits/ Patterns II or Concentration Option

Recent topics have included:

- Revolution to Romanticism
- Philosophy of Islam
- Memory, Identity, and the Self

Prerequisites: PHL 151 or 152 or permission of the Department Chair

PHL 470

SPECIAL TOPICS

3 credits

PHL 480

SEMINAR

3 credits

An investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of the Department Chair..

PHYSICS

(See Geology, Environmental Science, and Physics)

POLITICAL SCIENCE

FACULTY

Michael Dillon, J.D., Ph.D., Chair

Professor: Dillon

Associate Professor: Brogan

Assistant Professors: Balchunis-Harris, Hill

POWERS COURSE

■ NUMBERS

- POL 213

FRAMEWORKS COURSE

■ SOCIAL SCIENCE

- POL 151

REQUIREMENTS

■ REQUIRED FOR MAJOR IN POLITICAL SCIENCE: 16 COURSES

- American Government:
POL 151, plus a second course in the area of American Government or POL 363
- Comparative Government:
POL 120, 221

- International Politics:
POL 240, 341
- Political Theory:
POL 260, 361
- Five electives in Political Science (excludes **POL 461**)
- Senior Seminar: **POL 480,481**
- **ECN/POL 213** – Statistics for Economics and Political Science

All Political Science courses except 460, 461, 480, and 481 are open to all students.

Dual Majors: Two of the five required Political Science electives are waived. In addition, the seminar requirement is waived for those whose second major is Political Science if a seminar is required in the other major.

■ **REQUIRED FOR MINOR IN POLITICAL SCIENCE: 6 COURSES**

- **POL 151**
- Five electives in political science (excludes **POL 460, 461, 480, and 481**)

COURSE DESCRIPTIONS

POL 151 (F, S)

PRINCIPLES OF AMERICAN GOVERNMENT

3 credits / Core: Frameworks of Scientific Understanding

This course provides an overview of the principles, institutions, and decision-making processes of American government. The course focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. Required of all Political Science majors and minors.

American Government

POL 215 (F, S)

PUBLIC ADMINISTRATION

3 credits

An introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making.

POL 301 (S)

STATE AND LOCAL GOVERNMENT

3 credits

A study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization, and functions.

POL 302 (F)

AMERICAN CONSTITUTIONAL LAW I

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, and the commerce and fiscal clauses of the Constitution.

POL 303 (S)

AMERICAN CONSTITUTIONAL LAW II

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, equal protection and political rights. (Strongly recommended: Constitutional Law I)

POL 304 (S)

CONGRESS AND THE LEGISLATIVE PROCESS

3 credits

The role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

POL 305 (S)

THE PRESIDENT AND THE EXECUTIVE BRANCH

3 credits

An examination of the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of presidential elections, the institution of the presidency, presidential-congressional relations, and the limits of presidential power.

POL 310 (F)

POLITICAL PARTIES AND ELECTIONS

3 credits

A view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

POL 311 (S)

WOMEN IN POLITICS

3 credits

An introduction to the history and issues associated with the movement for women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.



POL 314 (F)

MASS MEDIA AND POLITICS

3 credits

An examination of the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

Comparative Government

POL 120 (F)

GOVERNMENTS OF WESTERN EUROPE

3 credits

A political analysis of the constitutional principles and governmental organizations of England, France, and Germany. Required of all Political Science majors.



POL 221 (S)

COMPARATIVE GOVERNMENTAL SYSTEMS

3 credits

An introduction to non-traditional and non-Western political systems. Content will vary from year to year and may include topics such as Asian political systems, Latin American systems, the political structures of ancient imperial organizations, pre-colonial African tribal organizations, etc. Required of all Political Science majors.

POL 322 (F)

THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA

3 credits

A study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

**International Politics****POL 240 (F)**

INTERNATIONAL RELATIONS

3 credits

An analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems. Required of all Political Science majors.

**POL 341 (S)**

THE GLOBAL VILLAGE

3 credits

An analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges. Required of all Political Science majors. Prerequisite: POL 240 is recommended.

**POL 342 (F)**

U.S. FOREIGN RELATIONS I

3 credits

A study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy prior to World War II.

POL 343 (S)

U.S. FOREIGN RELATIONS II

3 credits

An analysis of the main problems of American foreign relations from 1945 to the present. Prerequisite: POL 342.

POL 344 (F)

THE MIDDLE EAST AND THE WORLD

3 credits

A study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America's mideast diplomacy.

**Political Theory****POL 260 (F)**

SURVEY OF POLITICAL THOUGHT

3 credits

An analysis of the major political writers from Plato to the present. Emphasis on each author's concept of the state, its function and end, and their solution to the problem of the reconciliation of the common good with individual freedom. Required of all political science majors.

POL 361 (S)

LIBERAL DEMOCRACY AND ITS CRITICS

3 credits

Analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right. Emphasis is on the reading of original sources by Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. Required of all political science majors. Prerequisite: POL 260 is recommended.

POL 362 (F)

MODERN POLITICAL IDEOLOGIES

3 credits

An inquiry into the nature of modern ideological movements such as National Socialism and Marxism against the background of pre-modern ideological movements. Emphasis on examination of the conceptions of man, history, state, and revolution. Includes analysis of current trends in "post-modern" ideological movements.

POL 363 (S)

THE AMERICAN POLITICAL TRADITION

3 credits

An inquiry into various religious and philosophical threads, from the Puritan "city on a hill" to the '60s counter culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

**Other Courses****POL 213 (F)**

STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE

3 Credits/Core: Powers: Numbers

Basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation. Required of all political science majors.

POL 270, 370, 470 (F, S)

SPECIAL TOPICS AND INDEPENDENT STUDY

3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

ECN/HIS/POL 332

POLITICAL ECONOMY OF AFRICA

3 credits



This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

POL 460 (F, S)

POLITICAL SCIENCE INTERNSHIP I

3 credits

Designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Does not count toward the minor in political science. Permission of the Chair and a G.P.A. of 3.0 or better are required.

POL 461 (F, S)

POLITICAL SCIENCE INTERNSHIP II

3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken. Does not count toward the major or minor in political science.

POL 480 (F)

SEMINAR I

3 credits



A study of methods of research and scholarly writing. Directed research and reports on individual assignments. Course open to political science majors only. Required of all political science majors.

POL 481 (S)

SEMINAR II

3 credits



Supervised research and writing on major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Course open to political science majors only. Required of all political science majors. Prerequisite: POL 480.

PUBLIC ADMINISTRATION

(Administered by the Chair, Political Science Department)

■ **REQUIRED FOR MAJOR IN POLITICAL SCIENCE/PUBLIC ADMINISTRATION: 13 COURSES**

- POL 151
- POL 213
- POL 215
- POL 260
- POL 301
- POL 302
- POL 480
- POL 481
- One additional course in American Government (from **303, 304, 305, 310, 311, 314**)
- ECN 150
- ECN 201

- BUS 101
- BUS BUS 207

PSYCHOLOGY**FACULTY**

Joseph F. Burke, F.S.C., Ph.D., Chair

Professors: Burke, Gardner

Associate Professors: Armstrong, Collins, Falcone, Smith

Assistant Professors: Beacham, Fingerhut, Lerner, McClure, McMonigle, Montague, Moon, O'Hea, Wilson

Professors *Emeriti*: McCarthy, Rooney**FRAMEWORKS COURSE****Social Science**

- PSY 155

REQUIREMENTS■ **REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES**

- PSY 155
- PSY 310
- PSY 311
- PSY 330
- Seven electives in psychology, including three of the following:
PSY 410, 415, 420, 425, 430
- MTH 150 or higher

NB: PSY 331 is strongly recommended as an elective for students planning doctoral studies in psychology.

COURSE DESCRIPTIONS**PSY 155 (F, S)**

INTRODUCTION TO PSYCHOLOGY

3 Credits / Frameworks

This course will provide a general introduction to the discipline of psychology. Emphasis will be given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 205 (F)

PERSONALITY DYNAMICS AND ADJUSTMENT

3 credits

An analysis of the human system, the dynamics of individual behavior, and a consideration of resources necessary for effective living as they are related to a better understanding of personal adjustments in healthy persons developing toward maturity.

PSY 210 (F, S)

DEVELOPMENTAL PSYCHOLOGY

3 credits

A study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis of childhood and adolescence. Biological, cognitive, and socioemotional processes will be examined.

PSY 215 (F)

ADULT DEVELOPMENT AND AGING

3 credits

An introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles, and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

PSY 220 (F, S)

PSYCHOPATHOLOGY

3 credits

An introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personal-ity and behavior patterns.

PSY 225 (F, S)

SOCIAL PSYCHOLOGY

3 credits

A study of the research findings and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

PSY 230 (S)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3 credits

A study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 240 (F, S)

EFFECTIVE COMMUNICATION

3 credits

A deepening understanding of, and personal growth experiences in, the art of interpersonal communication. Attention given to listening and empathy, discussion and decision making, confrontation and conflict management, attitudinal systems and Gestalt, verbal and non-verbal communication, creative goal-setting, individual and social growth.

PSY 242 (F)

INTRODUCTION TO LANGUAGE AND COMMUNICATION

3 credits

This course is an introduction to the study of the grammar and sound systems of natural language with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with SLH 100.

PSY 310 (F)

STATISTICS I

3 credits

The first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistic technique and its meaning in making research decisions. Prerequisites: PSY 155 and MTH 150 or higher.

PSY 311 (S)

STATISTICS II

3 credits

The second part of a two semester sequence in statistics focusing on the use of SPSS as a tool to assist in describing data, hypothesis testing, and making data supported decisions. Emphasis in this course is on the analysis of data and the communication of statistically supported findings. Prerequisite: PSY 310.

PSY 330 (F)

RESEARCH DESIGN I

4 credits

A laboratory course focused on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

PSY 331 (S)

RESEARCH DESIGN II

4 credits

Lectures and discussions on modern psychological science. For laboratory work, the student plans, designs, and performs an original research experiment. Prerequisite: PSY 330. Three hours lecture, two hours laboratory.

PSY 340 (S)

PSYCHOLOGICAL ASSESSMENT

3 credits

The selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisites: PSY 155 and 311.

PSY 342 (S)

SPEECH AND LANGUAGE DEVELOPMENT

3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or PSY 242, or permission of instructor. This course is cross-listed with SLH 203.

PSY 350 (F, S)

COUNSELING THEORIES AND PRINCIPLES

3 credits

Theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling. Prerequisite: PSY 155.

PSY 360 (F)

READINGS IN PSYCHOLOGY

3 credits

Readings consist of basic books and periodicals related to selected topics in the field of psychology. Prerequisite: PSY 155.

PSY 410 (S)

THEORIES OF LEARNING

3 credits

An analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155.

PSY 415 (F)

COGNITIVE PSYCHOLOGY

3 credits

How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making. Prerequisite: PSY 155.

PSY 420 (F)

PHYSIOLOGICAL PSYCHOLOGY

3 credits

An introduction to the neurological and endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 155.

PSY 425 (F)

THEORIES OF PERSONALITY

3 credits

A systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155.

PSY 430 (S)

HISTORY AND SYSTEMS OF PSYCHOLOGY

3 credits

An examination of the beginnings and development of psychology as a science and profession; psychology's historical roots in philosophy, biology, and national culture. Prerequisite: PSY 155.

PSY 480-481 (F, S)

SEMINAR

3-6 credits

Readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or Senior standing as psychology major.

PSY 485-486 (F, S)

PSYCHOLOGICAL RESEARCH OR PRACTICUM

3-6 credits

Offers the student the option of conducting a research project under the direction of a faculty member or of obtaining practical experience serving in an institutional setting under professional supervision. Students preparing for careers or graduate study in clinical areas of psychology

can select from numerous practicum placements. Program planned in advance. Prerequisite: Junior or Senior standing as a psychology major. One or two terms.

PSY 270, 271, 370, 371, 470, 471

SPECIAL TOPICS IN PSYCHOLOGY

3-6 credits

Examination of a contemporary issue in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice). Prerequisite: varies with topics.

RELIGION**FACULTY**

Margaret McGinniss, Ph.D., Chair

Professors: Grosnick, Kelly, McGinniss, Ramshaw

Associate Professor: Pastis

Assistant Professors: Angeles, Devlin, Dougherty, McDougall

Instructor: Copeland

Lecturers: Conway, Dolan, Hallahan, Janicki, McGowen, Monaco,

O'Connor, Raphael, Stuart

Professors *Emeriti*: Biechler, Efroymson

PATTERNS COURSES■ **RELIGION**• **REL 150 OR 153**

Approved for "Patterns of Meaning" Requirements

REQUIREMENTS■ **REQUIRED FOR MAJOR IN RELIGION: 13 COURSES**

- One from **REL 150** or **153**.
- Eleven religion electives, including at least one course in Bible (e.g., Gospels, Prophets, etc.) and at least one course in a non-Christian religion.
- **REL 400**

■ **REQUIRED FOR DUAL MAJORS**

- One from **REL 150** or **153**
- 9 electives
- **REL 400**

■ **REQUIRED FOR MINOR IN RELIGION**

- One from **REL 150** or **153**
- Six electives

Religion majors may choose the major program as described above or:

Religion-Education:

- The religion major requirements (chosen, with the guidance of the Chairperson, in view of a career in teaching),
- Plus **EDC 103, 104, 224, 225, 304, 306, 401, 470**.

All upper-division courses, except REL 245, qualify for Patterns 2 status; REL 245 has elective status only.

COURSE DESCRIPTIONS

REL 150 (F, S)

THE CHRISTIAN TRADITION

3 credits/Patterns 1

A survey of the complex development of Christianity from a small, Jewish apocalyptic movement to a diverse, 21st century world religion. As such it is an introduction to the varieties of Christianity – Catholic, Orthodox, Anglican, and Protestant – and is taught from an ecumenical perspective. As a multidisciplinary course, it shows how Christianity both shapes and is shaped by its ambient cultures. Five core topics will be addressed: 1) Jesus and the New Testament Traditions (at least one canonical Gospel, a letter of Paul, and a selection of writings from the Apostolic Fathers); 2) Christology – ancient (early ecumenical councils, the Trinity, the Incarnation, Mariology) and modern (spirituality); 3) Church History (the rise of “eastern” and “western” Christian tradition, the “great Schism,” the Reformation and the two Vatican Councils); 4) Worship (e.g., baptism, the Lord’s Supper/Eucharist, liturgy); and 5) Contemporary Issues (Social Justice, Ethics, Morality, Interfaith Relations, Modernity).

REL 153 (F, S)

THE DYNAMICS OF RELIGION

3 credits / Patterns 1

A study of religion designed to acquaint the student with such typical patterns of human religious expression as myth, symbol, and ritual, as well as with typical patterns of religious ideas about God and gods, conceptions of death and salvation, and notions of the sacred and the profane. It is also designed to show the student how religion functions and affects positions at the social, economic, and personal dimensions of human life: personally, by helping individuals make sense of their lives in the face of meaningless suffering and death; socially, by articulating shared values and patterns of meaning, by criticizing injustice, and by generally motivating people to work for the common good.

REL 210 (F)

THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211 (S)

THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration Option

A study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East; and its unique development in Israel in connection with the theological message of the biblical prophets.

**REL 214 (F)**

THE GOSPELS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The three most similar, Mark, Matthew, and Luke, the synoptic gospels, will be studied first. We will give special attention to the question of literary relationships between these three texts, what scholars identify as the “Synoptic Problem.” Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220 (F)

CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the late 20th century. Catholicism will be studied in light of the history of the issues and current theological thought.

**REL 221 (S)**

CHRISTIAN ORIGINS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the development of Christianity from a fringe, Jewish apocalyptic movement to the state religion of the Roman Empire. The course objectives are: (1) to familiarize students with the history and literature of formative Christianity in its Greco-Roman context; (2) to explore Jesus traditions in the New Testament and later Christian writings; (3) to discuss the diversities of “heretical” and “orthodox” Christianity in the first four centuries; and (4) to explore the roles of women in the earliest Christian communities.

REL 223 (S)

ISSUES IN CHRISTOLOGY: JESUS AND HIS ACHIEVEMENT

3 credits/Patterns 2 or Concentration Option

This course studies the person, mission, and achievement of Jesus in the New Testament with reference to the post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

REL 224 (S)

CHRISTIAN SPIRITUALITY: VISIONARIES, MYSTICS, AND SAINTS

3 credits/ Patterns 2 or Concentration Option

An exploration of the ways in which Christians, both eastern and western, have striven to express and deepen love of God and others. The course will analyze the origins and development of various movements in spirituality and the means used to embody Christian discipleship.

REL 225 (F)

THE SACRAMENTS

3 credits/Patterns 2 or Concentration Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course also studies some of the problems of contemporary sacramental theology.

REL 226 (S)

WORSHIP, ART, AND LIFE

3 credits/Patterns 2 or Concentration Option

A study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life. The course examines both symbol and ritual and surveys the development of Sunday worship and contemporary issues.

REL 231 (F, S)

BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST

3 credits/Patterns 2 or Concentration Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

REL 232 (S)

JUDAISM, ISLAM, AND OTHER RELIGIONS FROM THE NEAR EAST

3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam, the background and development of the Qur'an, Muslim traditions and values as well as the inner tensions, contemporary movement, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (Coptic, Syrian, etc.), Zoroastrianism or Ba'hai, or to other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 240 (F)

CONTEMPORARY RELIGIOUS THOUGHT

3 credits/Patterns 2 or Concentration Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

REL 241 (F)

WOMEN AND WESTERN RELIGION

3 credits/Patterns 2 or Concentration Option

An examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

REL 242

SPORTS AND SPIRITUALITY

3 credits/ Elective only

This course explores contemporary spirituality in relation to the phenomena of sports. Students study how human beings encounter the Holy in the midst of everyday life with emphasis on how experiences associated with sport, either as athlete participant or as identifying with athletes and teams impact on developing a critical assessment of one's personal values system. This assessment, in turn, becomes a focus on the

ways in which one relates to the Holy or the Transcendent in the course of one's life.

REL 243 (F)

RELIGION AND CONTEMPORARY LITERATURE

3 credits/Patterns 2 or Concentration Option

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. This course is cross listed with ENG 243.

REL 244 (S)

RELIGION IN AMERICA

3 credits/ Patterns 2 or Concentration Option

A study of the origins of the American national character, the religious and secular roots which have nourished it, and the myths, especially those of being a chosen people, the myth of Progress, and that of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical and Fundamentalist forms will be examined, well as the the religious "outsiders" who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists and East Asians. The secular tradition will be explored as a religion of possessive individualism, and consumerism as new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for American world empire.

REL 250 (F)

CONTEMPORARY MORAL ISSUES

3 credits/ Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: War. Racism. Social Justice, Sexual Conduct. Abortion. Euthanasia. Women's Rights. Capital Punishment, as these relate to diverse faith traditions.

REL 251 (S)

PEACE, JUSTICE, AND THE CHRISTIAN TRADITION

3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

REL 315 (S)

ST. PAUL

3 credits/Patterns 2 or Concentration Option

A study of the thirteen New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and Women, and primitive Christianity as described in his letters.

REL 316 (S)

THE BIBLE AND WOMEN

3 credits/Patterns 2 or Concentration Option

A select survey of "women" in the Hebrew Bible (Old Testament) and New Testament. This course examines biblical stories about women, biblical attitudes about femaleness, women's religious and social roles in their respective historical settings, and recent feminist biblical interpretation.

REL 345 (F, S)**RELIGION IN PHILADELPHIA**

3 credits/Patterns 2 or Concentration Option



This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. In examining the original inhabitants of the Delaware Valley, the Lenni Lenape, and their relations with William Penn, the course considers the meaning of race in America. Similarly, through study of the origins of the African Methodist Episcopal Church and of abolitionism, the course deals with race in the United States. Feminist strands of American religious history also emerge in the writings of Lucretia Mott and Jarena Lee, and in the watershed ordination of eleven women in the Episcopal Church in 1974. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites as well as at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

REL 352 (F)**BIOMEDICAL ISSUES**

3 credits/Patterns 2 or Concentration Option

A study of health care delivery as an American institution, with the tensions caused by ever increasing technology, the pressures of the market, and American culture's extreme emphasis upon individualism, the downgrading of the religious emphasis upon caring for the whole person, as well as the refusal to set limits. After surveying the contemporary plight of the medical profession, the course will examine dilemmas resulting from informed consent, death and dying, defective newborns, reproductive technologies, epidemics and AIDS. It will explore issues involved with stem cell research, abortion, and cloning. The new field of genetics and what it holds for diagnosis will be examined, and the problems and perils of research. No previous background in science is required.

REL 353 (S)**SOCIAL JUSTICE AND COMMUNITY SERVICE**

3 credits/Patterns 2 or Concentration Option



This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the clause of social justice.

REL 354 (F, S)**SEXUALITY, MARRIAGE, AND PARENTING**

3 credits/Patterns 2 or Concentration Option

A practical and realistic approach to sexuality, marriage, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender differences, divorce, the meanings of love, holistic and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle age, nurturing and celebrating the creative venture of becoming a family.

REL 360 (S)**THE RELIGIOUS HISTORY OF IRELAND (TRAVEL STUDY)**

3 credits/ Patterns 2 or Concentration Option



This course explores the foundations of Ireland's religious history from its foundations in Celtic-Druidic religious practices through to its Christianization under Patrick and subsequent influence on Irish Catholicism, political conflicts, and cultural development. Students focus on how the more democratic monastic movement entered into conflict with the hierarchical Roman Church and the role Irish monasteries played as centers of culture and education from the dark ages to the medieval period. The course directs attention to the role a powerful Roman Catholicism played in the periods of persecution following the Reformation and in the struggle for independence from Great Britain in the 19th and 20th centuries. Finally, the course examines the decline of Catholic Church influence on politics through contemporary Ireland's emergence as an economic power, its confrontations with the "troubles" in Northern Ireland, and a budding anti-clericalism. As a Travel Study course, students journey to Ireland to see first hand the various sites that illustrate Ireland's impressive and diverse religious history and culture.

SPECIAL TO MAJORS**REL 400 (F)****MAJORS COLLOQUIUM**

3 credits/Patterns 2 or Concentration Option



An introduction to scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with the instructor. Required of all religion majors; open to others approved by Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

SPECIAL TOPICS**REL 270, 271, 272, 273, 370, 371, 372, 373, 470**

Special topics are offered in accord with student demand. These courses are assigned the numbers listed above.

**SOCIOLOGY, SOCIAL WORK,
AND CRIMINAL JUSTICE**

FACULTY

Professor: Connors

Associate Professors: Nguyen, Stull

Assistant Professors: Bogle, Butler, Fiedler, Mariscotti, Zetick

Instructor: Rhea

FRAMEWORKS COURSE

■ **SOCIAL SCIENCE**

- SOC 150
-

SOCIOLOGY PROGRAM**FACULTY**

Francis Tri Nguyen, F.S.C., Ph.D., Director

Professor: John Connors

Associate Professors: Nguyen, Stull

Lecturers: Alvare, Boras, Carbone, Foeman, Hirsch, Lanahan, Meeks-Hank, Rooney

REQUIREMENTS

■ REQUIRED FOR MAJOR IN SOCIOLOGY: 12 COURSES

Sociology Core: (6 courses)

- **SOC 150**
- **SOC 301-302**
- **SOC 310**
- **SOC 480-481**
- and either: **SOC 262** or **308**

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for Sociology majors.

Focus Areas: (5 courses or more; the following courses are recommended)

- General Studies: any two sociology courses at the 200 level and any three sociology courses at the 300 level
- Social Planning and Public Policy: **SOC 201, 237, 238, 265, 309, and/or 340***
- Community Development in a Pluralistic Society: **SOC 231, 260, 262, 309, 312, and/or 340***
- Work and the Global Economy: **SOC 233, 263, 265, 306, 308; 340***, and/or **ECN 330**
- Law and Society: **CRJ 221, 280, 325, 385; SOC 265, 309, and/or 340***

*Internship Opportunities: Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through **SOC 340: Sociological Practice**.

Dual Major: In general, students completing a dual major take 10 courses in consultation with the Department chair, in accordance with guidelines put forth by the School of Arts and Sciences.

■ MINOR IN SOCIOLOGY:

Students take six courses in consultation with the Director of the Sociology Program. These courses should be **SOC 150, 262**, one other course at the 200 level, **308, 310**, and one other course at the 300 level.

COURSE DESCRIPTIONS

SOC 150 (F, S)

PRINCIPLES OF SOCIOLOGY

3 credits / Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the world-wide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts on their lives, and how they, in turn, affect the lives of others in this social world.

SOC 201

Cross-listed with SWK/CRJ 201

SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.



SOC 231 (F, S)

LOVE AND RELATIONSHIPS

3 credits

An examination of myths, trends, and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death, and trying again.



SOC 233 (F)

SOCIOLOGY OF WORK

3 credits

An analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction, and the impact of bureaucratization. Special attention is given to occupational subcultures such as law, medicine, public service, the military, and education.



SOC 237 (257) (S)

THE CITY: CONFLICT AND CHANGE

3 credits

A study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning; and the effects of national and international economic forces on cities in developing and industrial nations.



SOC 238 (258) (F)

ENVIRONMENT AND SOCIETY

3 credits

An analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.



SOC 260 (S)

SEX, POWER, AND SOCIALIZATION

3 credits

An exploration of male and female gender roles in the contemporary United States. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.



SOC 262 (F, S)

DYNAMICS OF DIVERSITY

3 credits

An analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.



SOC 263 (F)**ANTHROPOLOGY**

3 credits



An exploration of the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

SOC 265 (S)**SOCIOLOGY OF LAW**

3 credits



An analysis of the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

SOC 270, 370, 470 (F, S)**SPECIAL TOPICS IN SOCIOLOGY**

3 credits

Courses designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

SOC 301 (F)**SOCIAL STATISTICS I**

3 credits

An introduction to such descriptive statistics as central tendency measures, variability, correlation, and regression. Analysis of cross-tabulated data will be facilitated through the use of SPSSX computer software programs. No prior knowledge of computers assumed.

SOC 302 (S)**SOCIAL STATISTICS II**

3 credits

A course in inferential statistics beginning with a discussion of probability, binomial distributions, and normality. Both parametric and non-parametric statistics are covered. Continued use of computer technology in the analysis of survey research results as well as those collected using qualitative methodologies. Prerequisite: SOC 301 or permission of instructor.

SOC 305 (F)**SOCIETY AND THE INDIVIDUAL**

3 credits

The study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S)**MODERN ORGANIZATIONS AND EFFECTIVENESS**

3 credits



A study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S)**CLASS, STATUS, AND POWER**

3 credits



An Analysis of the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F)**HEALTH, HEALING, AND HEALTH CARE**

3 credits



An Introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health care providers and their patients, with special attention to alternative health care providers and bioethics. Analyzes the health care systems in the United States and in some developed and developing countries.

SOC 310 (F, S)**SOCIAL THEORY**

3 credits

A study of the basics of contemporary sociological theory and its classical roots, with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150.

SOC 312**SOCIAL CHANGE AND SOCIAL MOVEMENTS**

3 credits



An examination of the dynamics of social change and of specific social movements, such as the environment justice movement, the civil rights movement, the women's movement, the health movement, and others.

SOC 320 (S)**Cross-listed with CRJ/SWK 320****(formerly CRJ 220)****DELINQUENCY AND JUVENILE JUSTICE**

3 credits

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 340 (F, S)**SOCIOLOGICAL PRACTICE**

3 credits

Sociological practice provides students the opportunity to undertake internships. Students have academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, G.P.A. greater than 2.5, and permission of the internship coordinator.

SOC 385 (S)**Crosslisted with CRJ 385****THEORIES OF DEVIANCE**

3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOC 480 (F)**RESEARCH SEMINAR I**

3 credits



An introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal. Prerequisite or taken concurrently: SOC 301.

SOC 481 (S)**RESEARCH SEMINAR II**

3 credits



An opportunity to conduct original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 302 (or taken concurrently); SOC 480.

SOCIAL WORK**FACULTY**

Bonni H. Zetick, Ph.D., L.S.W., Director

Donna R. Fiedler, Ph.D., LCSW, Field Practicum Coordinator

Janine Mariscotti, M.S.W., LCSW

Lecturers: Bernabeo, Brady, Cummings, Mooney, Perone, K. Smith

REQUIREMENTS**■ REQUIRED FOR SOCIAL WORK MAJORS:**

- SWK 160
- SWK 280
- SWK 281
- SWK 290
- SWK 291
- SWK 340
- SWK 341
- SWK 365
- SWK 381
- SWK 440
- SWK 441
- SWK 480
- SWK 481
- SWK 495
- two SWK electives
- PSY 155
- POL 151
- BIO 158
- SOC 150
- SOC 262
- SOC 301

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for Social Work majors.

MISSION

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate

Lasallian values with the theory, skills, and values of the social work profession. Building upon the liberal arts foundation of the University, the program prepares students for generalist social work practice in the urban community.

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Contributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Program at La Salle University is accredited by the Council on Social Work Education, based in Alexandria, Va. The Council uses the Educational Policy and Accreditation Standards to review baccalaureate social work programs. The standards to which accredited undergraduate social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program Web site.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

The student must formally apply to the La Salle University Social Work Program for admission as a separate and additional process from admission to the University.

The application for admission to the La Salle University Social Work Program may be submitted following completion of SWK 160: Introduction to Social Work, and must be completed by October 15 of the semester the student is enrolled in SWK 340: Preparation for Professional Practice. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Program:

- a. an overall G.P.A. of 2.30 (Students with a G.P.A. below 2.30 may apply for conditional acceptance to the program)
- b. a final grade of C or better in all Social Work courses with a course designation of 200 or above
- c. an affinity with and commitment to the values and ethics of the social work profession as set forth in the NASW Code of Ethics
- d. Two letters of recommendation. One recommendation will be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Program faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Program director.
- e. Autobiographical statement. Complete a personal statement (maximum of four pages, typewritten and double-spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK 160 will be accepted to fulfill this requirement.
- f. Copy of your current college/university transcript.
- g. Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)

- h. Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)
- i. Review the NASW Code of Ethics and sign the application form.**
- j. Submit the completed application to the Social Work Program Director.
- k. The full Social Work Program faculty will review your application, and each will vote on your candidacy.
- l. The student will be notified of the program faculty's decision in writing. The admission decisions include:
 - a. full admission
 - b. conditional admission
 - c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Program. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Program of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the social work program for majors requires that a student receive at least a C in every SWK course at the 200 and above level. Failure to receive a C or higher means that the student must repeat the course and meet the requirement of a C or higher. In some cases, a student may not proceed to a higher-level course without first receiving a C or better in a lower-level course. A student may take a course a total of three times.

COURSE DESCRIPTIONS

SWK 160 (S)

INTRODUCTION TO SOCIAL WORK
3 credits



This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, of diverse populations at risk in society, and of the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 40-hour service-learning component.

SWK 201

Crosslisted with SOC/CRJ/201

SOCIAL PROBLEMS & SOCIAL JUSTICE
3 credits/ Elective only

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SWK 240 (S)

RELATIONSHIPS AND SEXUALITY
3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course

examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S)

SPECIAL TOPICS

3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

SWK 280 (F of 2007, 2009)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 credits



This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience. Advocacy is stressed as a tool for promoting optimal conditions for the well-being of individuals and families. Prerequisites or concurrent with SOC 150, PSY 155, BIO 158. Students who have not completed the prerequisites may take the course only with prior written permission of the instructor.

SWK 281 (S of 2008 and 2010)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 credits



This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented. Prerequisite: SWK 280 or written permission of the instructor.

SWK 290 (Summer I of 2008 and 2010)

SOCIAL WELFARE POLICY I
3 credits



This course provides a historical examination of the development of the social welfare system in the United States and societal values as they impact on policy formulation and implementation. Historical traditions of auspices of social service delivery are explored, including the public agency, private nonprofit, and private for-profit organizations. The role of religion in the development of social welfare policies and programs in the United States is examined. Examples of the historical impact of advocacy are presented.

SWK 291 (Summer II of 2008 and 2010)

SOCIAL WELFARE POLICY II
3 credits



This course explores contemporary social welfare policy in the United States, including income supports, health, aging, child welfare, mental health, and family policy. The role of the political process in policy formulation and the impact of social welfare policies on diverse populations and populations at risk is examined. Global interconnections of oppression are also explored. Advocacy is stressed as a lifelong responsibility.

of social workers. Prerequisites: SWK 290, POL 151 (POL 151 may be taken concurrently), or written permission of the instructor.

SWK 320

(formerly CRJ 220)

Crosslisted with SOC/CRJ 320

DELINQUENCY AND JUVENILE JUSTICE

3 credits/Elective only

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; overview of programs aimed at delinquency prevention and control.

SWK 340 (Fall of 2007 and 2009)

PREPARATION FOR PROFESSIONAL PRACTICE

3 credits

This course is designed to prepare the student for the practicum in social work. The course provides an examination of theories that inform social work practice and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship. The role of advocacy in social work is stressed. Students enrolled in SWK 340 apply for formal admission to the Social Work Program and must be accepted in order to proceed to SWK 341 and SWK 381. Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently).

SWK 341 (Spring of 2008 and 2010)

GENERALIST SOCIAL WORK PRACTICE I

3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the process of assessment in generalist social work practice. Skills are developed in initiating the social work relationship, assessing client strengths and challenges, advocating for individuals and families, and constructing action plans. Prerequisites: SWK 340, SWK 281 (SWK 281 may be taken concurrently). Taken concurrently with SWK 381. Open to Social Work majors only. Student must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 350 (F)

LOSS AND GRIEF

3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

SWK 365 (S)

SOCIAL WORK RESEARCH METHODS

3 credits

This course prepares the student to understand and apply the research process, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative research methodology, including single subject design. The role of social work values and ethics in research is addressed. The student is introduced to research tools for examining the global interconnections of oppression. Research on advocacy within the social work profession is presented. Prerequisite: SOC 301.

SWK 381 (Spring of 2008 and 2010)

PROFESSIONAL PRACTICUM I

3 credits

This course provides an introduction to agency social work practice. The student spends two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided. Taken concurrently with SWK 341. Open to Social Work majors only. Student must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 (Fall of 2008 and 2010)

GENERALIST SOCIAL WORK PRACTICE II

3 credits

This course focuses on social work intervention with individuals and families. It provides an investigation of and skill development in direct intervention and advocacy strategies for effective generalist social work practice. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 480. Open to Social Work majors only.

SWK 441 (Spring of 2009 and 2011)

GENERALIST SOCIAL WORK PRACTICE III

3 credits

This course focuses on assessment and intervention with groups, organizations, and communities, including the global community. The course provides an investigation of and skill development in mezzo and macro intervention strategies for effective generalist social work practice. Prerequisite: SWK 440. Taken concurrently with SWK 481 and SWK 495. Open to Social Work majors only.

SWK 480 (Fall of 2008 and 2010)

PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to Social Work Majors only.

SWK 481 (Spring of 2009 and 2011)

PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values that they are learning in the classroom. Students complete a research project and an advocacy project relevant to the practicum site. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to Social Work majors only.

SWK 495 (Spring of 2009 and 2011)

PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK

3 credits

This course strengthens the student's emerging identity with the social work profession. Students review and critique theoretical frameworks and practice situations studied in the Social Work Program curriculum. As the capstone course for the Social Work Program, students have the final opportunity to integrate the nine professional foundation areas, with particular emphasis on professional values and ethics. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to Social Work majors only.



CRIMINAL JUSTICE

FACULTY

Bonni Zetick, Ph.D., Director
Assistant Professors: Bogle, Butler
Instructor: Rhea

REQUIREMENTS

■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:

- CRJ 161
- CRJ 261
- CRJ 280
- CRJ 324
- CRJ 325
- CRJ 326
- CRJ 480
- CRJ 495
- 2 CRJ electives
- SOC 150
- one of the following: SOC 260, 262, or 308
- SOC 301-302
- POL 151
- PSY 155

SOC 301, Social Statistics I, satisfies the “Numbers” component of the core requirements for Criminal Justice majors.

■ REQUIRED FOR MINOR IN CRIMINAL JUSTICE

- CRJ 161 Introduction to Criminal Justice
- CRJ 261 Criminology
- CRJ 280 Criminal Law
- CRJ 324 Police
- CRJ 325 Criminal Courts
- CRJ 326 Institutional & Community Corrections

Business Administration Minor appropriate for Criminal Justice Majors

Criminal Justice majors who plan to work for a criminal justice agency (e.g., police department, probation/parole department, court administration, corrections management) may benefit from a background in business, especially when seeking supervisory or management positions. Therefore, Criminal Justice majors are encouraged to take a minor in Business Administration. A substitution for one of the required six courses will be made for Criminal Justice majors so that the minor provides them the ideal background. Interested students should contact the Assistant Dean in the School of Business.

CONTINUATION POLICY

Continuation for majors in the Criminal Justice Program requires that a student receive at least a C- in every CRJ course. Failure to receive a C- or higher means that the student must repeat the course. A student may take a course up to three times.

A student can request an exception to this policy in writing, addressed to the Criminal Justice Program Director. A department faculty member can provide written material to support a policy exception for a student. In the case of sequential or prerequisite courses, the Criminal Justice Program will have discretion regarding the application of this policy as it pertains to student progression in the major.

COURSE DESCRIPTIONS

CRJ 161 (F, S) (formerly CRJ 222)

INTRODUCTION TO CRIMINAL JUSTICE
3 credits



A survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 261 (S) (formerly CRJ 221)

CRIMINOLOGY
3 credits

An exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 201

Crosslisted with SOC/SWK 201
SOCIAL PROBLEMS AND SOCIAL JUSTICE
3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S) (formerly CRJ 223)

CRIMINAL LAW
3 credits

A journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S) (formerly CRJ 220)

Crosslisted with SOC/SWK 320
DELINQUENCY AND JUVENILE JUSTICE
3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)**POLICE: ORGANIZATION AND FUNCTIONS**

3 credits

An analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)**CRIMINAL COURTS**

3 credits

An inquiry concerning the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of "justice."

CRJ 326 (S)**INSTITUTIONAL AND COMMUNITY CORRECTIONS**

3 credits

An examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)**(formerly CRJ 225)****CONSTITUTIONAL PROCEDURES IN POLICING**

3 credits

An exposition of the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 370, 470 (F, S)**SPECIAL TOPICS IN CRIMINAL JUSTICE**

3 credits/Elective only

A course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)**Crosslisted with SOC 385****THEORIES OF DEVIANCE**

3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)**GENDER, CRIME, AND JUSTICE**

3 credits/Elective only

A study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)**RESEARCH METHODS**

3 credits

A study of how social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)**(formerly CRJ 485-6)****CRIMINAL JUSTICE INTERNSHIP**

3-6 credits/Elective only

This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars is also required. Students may take a maximum of two internship courses, either concurrently in one semester or sequentially across two semesters. Prerequisites: CRJ 161, 261, senior status, and minimum overall G.P.A. of 2.5.

CRJ 483 (F, S)**CRIMINAL JUSTICE RESEARCH**

3 credits/Elective only

Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)**SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE**

3 credits

An exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.



THEMATIC MINORS

ASIAN STUDIES MINOR

Directed by: Charles Desnoyers, Ph.D., History Department

REQUIREMENTS

- **REQUIRED FOR MINOR IN ASIAN STUDIES: SIX COURSES, INCLUDING A TWO-COURSE SEQUENCE OF AN ASIAN LANGUAGE.**

ECONOMICS

- **ECN 330**
- Senior Seminar: Economics of the Pacific Rim

FINE ARTS

- **ART 207**
- **ART 208**

FOREIGN LANGUAGES

- **JPN 101-102**
- **JPN 150**
- **JPN 260**

(Please Note: In order to fulfill the language requirement, students must take either 101-102, 101-260, 102-260, or 150-260.)

HISTORY

- **HIS 346**
- **HIS 350**
- **HIS 351**
- **HIS 352**
- **HIS 353**
- **HIS 370-371***
- **HIS 447**
- Seminar in Modern Chinese History

*For Asian Special Topics only

HONORS

- **HON 245**
- **HON 443**
- **HON 458**

(Please Note: Students taking **HON 245, 443, 458** must obtain permission from the Honors Director.)

LITERATURE (in translation)

- **LIT 270**

MANAGEMENT

- **MGT 371**

RELIGION

- **REL 231**
- **REL 232**

BILINGUAL/BICULTURAL STUDIES

- **VIETNAMESE 531**
- **KHMER 541**

(Please Note: **531** and **541** require the permission of the Director of Bilingual/Bicultural Studies.)

CATHOLIC STUDIES MINOR

Coordinated by: Margaret McGuinness, Ph.D., Religion Department

REQUIREMENTS

Minors must take a minimum of six courses - no more than two may be at the introductory (100) level; at least two must be advanced (300 or 400 level) level; the rest may be at the intermediate (200 level) .

At least one course must be chosen from among the listings in each of the religion and philosophy departments. Two other courses must be chosen from two other, separate disciplines, such as political science and art.

The final requirement is enrollment in the Capstone Course. This independent study under the guidance of one member of the faculty may be research, a report on experience, or artistic work, and it may be a significant enhancement to an extant course. Students and their faculty mentors will meet occasionally throughout the semester. This course earns three credits.

Usual courses for this minor include the following; others may be added in consultation with the coordinator:

ART

- **ART 151**
- **ART 201**
- **ART 202**
- **ART 311**
- **ART 312**
- **ART 313**

HISTORY

- **HIS 310**
- **HIS 338**
- **HIS 339**
- **HIS 440**

PHILOSOPHY

- **PHL 267**
- **PHL 309**
- **PHL 327**

POLITICAL SCIENCE

- **POL 260**

RELIGION

- **REL 150**
- **REL 214**
- **REL 220**
- **REL 223**
- **REL 224**
- **REL 225**
- **REL 226**
- **REL 250**
- **REL 251**
- **REL 353**

SOCIAL WORK

- **SWK 290**

CENTRAL AND EASTERN EUROPEAN STUDIES MINOR

Directed by: Bernhardt Blumenthal, Ph.D., Foreign Languages and Literatures Department

REQUIREMENTS

Six (6) courses are required for the minor.

Component I Foreign Language Competency

A student may demonstrate this competency and fulfill the requirements through one of the following:

- Fulfillment of the University's core option in either German or Russian. (This student is required to roster four field courses.)
- Participation in the German or Russian major programs. (This student is required to roster six field courses.)
- Native fluency in a Central or Eastern European language (This student is required to roster six field courses.)

Component II Field Information

To complete the minor, a student must select the appropriate number of courses (two of which must be at the 300 or 400 level) from the following list:

- ECN 331, 333
- GER 311-312, 320, 321
- HIS 343, 345, 348, 452
- POL 240, 322, 341
- RUS 401, 402
- SLA 320
- LIT 150, 250
- Special Topics (as approved by the Director)

ENVIRONMENTAL STUDIES MINOR

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

REQUIREMENTS

For Non-Science Majors: A total of 6 courses are required, two of which must be from the 300 or 400 level.

- Required: BIO 157, CHM 150, GEO 151 or 153
- Optional Courses: At least two from ECN 351, POL 341, SOC 258, or RMI 370*, and no more than one additional course from PHL 206, POL 370*, PSY 225, or SOC 257.

For Biology Majors: A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 151 or 153
- Optional Courses: At least three from ECN 351, GEO 270*, POL 341, RMI 370*, or SOC 258, and one or two courses from PHL 206, POL 370*, PSY 225, or SOC 257.

For Chemistry majors: A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: GEO 151 or 153
- Optional Courses: At least three from ECN 351, GEO 270*, POL 341, RMI 370*, or SOC 258, and one or two courses from BIO 157, PHL 206, POL 370*, PSY 225, or SOC 257.

For Geology Majors: A total of 6 courses are required, two from the 200 level, and two from the 300 or 400 level.

- Required: BIO 403
- Optional Courses: At least three from ECN 351, GEO 270*, POL 341, RMI 370*, or SOC 258, and one or two courses from PHL 206, POL 370*, PSY 225, or SOC 257.

* Special Topics courses

HEALTH CARE ADMINISTRATION MINOR (THIS MINOR IS NOT CURRENTLY AVAILABLE)

Designated as a minor available to all students regardless of major.

REQUIREMENTS

Health Care Administration is an interdisciplinary minor available to students in the School of Arts and Sciences, School of Business and School of Nursing. Six courses are required for the minor in health administration.

Students should enroll in the following four core courses for the minor in Health Administration:

- **HCA 370** Introduction to Health Care Organization and Management
- **HCA 459** Health Care Planning and Policy Analysis
- **HCA 460** Seminar in Health Administration
- **Ethics Course:** Students may select one ethics or social responsibility course from the following course list: REL 250, REL 251, REL 352, REL 353, PHL 212, PHL 223, PHL 350.

Students should also select two elective courses for the minor. One additional ethics or social responsibility course may be taken, or students may choose two elective courses focused on social, economic, or organizational issues from the following course list: Internship Course (Please Refer to your Departmental List for Course Number), Nursing 174, Nursing 476, Sociology 309.

COURSE DESCRIPTIONS

HCA 370 (S)

INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT

3 credits

Analyzes the health care system in the United States including trends in multi-hospital systems, behavioral health care, and managed care. Managerial approaches to system integration, financing, and total quality management are also examined.

HCA 459 (F)

HEALTH PLANNING AND POLICY ANALYSIS

3 credits

Strategic analysis of the various external, competitive, and internal variables which influence health care management are discussed. Students rely upon case analysis to examine issues involved in strategy formulation and strategy implementation. Prerequisite: HCA 370 (or taken concurrently).

HCA 460 (S)

SEMINAR IN HEALTH ADMINISTRATION

3 credits

Seminar course is designed as a virtual case analysis experience. Students will select a regional firm and confer with executives on strategic issues affecting their organization. Cases may include acute care organizations, managed care firms, non profits, and pharmaceutical firms in the region. Prerequisite: HCA 459

LIFE SCIENCE MINOR

Directed by: Norbert F. Belzer, Ph.D., Biology Department

REQUIREMENTS**■ REQUIRED FOR MINOR IN LIFE SCIENCE: 6 COURSES**

- **CHM 111** or **CHM 161**
- **BIO 210**
- Four additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chair)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300- and 400-level BIO courses.)

URBAN STUDIES MINOR

REQUIREMENTS

Three courses from the following:

- **SOC 237**
- **SOC 238**
- **HIS 329**
- **HIS 333**
- **ECN 351**
- **ECN 455**
- **POL 240**
- **POL 241**
- **EDC 330**

Three courses from the following:

- **ECN 340**
- **HIS 324**
- **HIS 337**
- **SOC 306**

**SCHOOL OF
BUSINESS**

The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context, it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business undergraduate program is to prepare students to lead an enriched personal life and to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communications, analytic, and decision-making skills, by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practices.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management;
- immerse students in a learning environment which blends current business theory and practice.

Continuous quality improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by AACSB (The International Association for Management Education) which establishes standards designed to ensure excellence. Fewer than 25 percent of the nation's 1,200 colleges and universities are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association; and through an ongoing dialogue and review with business executives and professionals. Every year, La Salle inducts the top 10 percent of its graduates into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools; in 2004, the La Salle chapter of BGS earned the distinguished honor of being named the Gold Chapter, ranking number one out of nearly 400 chapters worldwide.

The School of Business prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The Accounting Department offers a Four-year Dual Degree B.S./MBA Program (see page 112) that could meet the 150-hour requirement for C.P.A. certification. Experiential Education Programs—the Internship and Business Scholars Co-op programs (see pages 16 and 112–114)—provide hands-on experience in business organizations; recent participants have included the Big Four accounting firms, Johnson & Johnson, Comcast, AstraZeneca, DuPont, Citizens Bank, UBS Financial Services, KYW News Radio, Radio Disney, FBI, EPA, Cigna, and Tasty Baking Co. More than 100 executives volunteer their time every year during our Executives-on-Campus Program to come to classes to meet with students. Many of the business clubs set up field trips to area businesses so that students can see professional operations first-hand.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through study abroad and travel/study options. La Salle has strong ties with the American University of Rome in Italy, Universidad La Salle in Mexico City, Deakin University in Melbourne, Australia, and the National University of Ireland in Galway, where students have the opportunity to have a semester-long learning experience. Students may also gain acceptance to semester-long programs in Brazil, China, England, France, Mexico, South Africa, and Spain through the Lasallian International Programs Consortium. In addition, we provide various levels of support for students wanting to study at other destinations. In travel/study courses offered by the School of Business, students study international aspects of various business disciplines in a semester-long course and travel for around 10 days to other locations in the world, where they study related business practices and culture of that area; previous trips have been to France, Germany, Canada, Bermuda, and London. Additional travel/study opportunities related to liberal arts areas of study are offered by the University. Opportunities for students to do an internship abroad are being developed.

In short, when you're a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

THE CURRICULUM

The program leading to a Bachelor of Science degree in Business consists of 120 credits (minimum 39 courses) for Finance, Management, Management Information Systems, and Marketing majors, and 128 credits (minimum 41 courses) for Accounting majors. The liberal arts and science studies and business foundation courses tend to be concentrated in the first two years, and the professional studies in the last two years.

THE LIBERAL ARTS CORE CURRICULUM (17 COURSES)

Offering sustained study in a broad range of disciplines, the core curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

This new core curriculum was formulated after several years of deliberation by faculty, students, and administrators. Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings towards humane reforms.

A major feature of the core is the Doubles Program. All students will be required to enroll in a "Double" during the freshman year. Doubles are thematically linked introductory courses in different disciplines, limited to 16 students. In the Doubles Program, students will explore some or all of the topics in these courses under the guidance of two professors. As part of the Doubles, students will learn how to take full advantage of the University and the city of Philadelphia through activities such as field trips and campus-wide programs. A sense of academic and social community forms more readily in Doubles courses than in traditional courses because students take both courses with the same small group of students.

While the core allows you some freedom of choice, it includes guidelines that should provide coherence in your college education. The core curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First Year Odyssey," and "Understanding at Home and Abroad." A maximum of 17 courses are required of School of Business majors.

“Powers” refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated into courses in all areas of the core, but will be taught directly in courses in writing, oral communication, mathematics, and information literacy.

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. “Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities.

The “First Year Odyssey” (FYO) refers to the one-credit, graded, one hour a week program that introduces students to La Salle and the city of Philadelphia. It has a variety of aims designed to help first-semester freshmen to:

- Create a community in which students can form bonds with fellow students, faculty and campus staff.
- Introduce students to University resources and traditions.
- Help students imagine their future as members of a profession and as members of a civil society.
- Help students enjoy the rich offerings of urban life - the music, art, architecture, history, ethnic traditions, religious life and geology of a city.
- Generate a broad assortment of campus activities that can enrich campus life for all members of the community.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a “house” (🏠 Understanding at Home) and one of the courses designated by the symbol of a “plane” (✈️ Understanding Abroad). Alternatively, students may fulfill these requirements through independent projects, with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of independent projects.

POWERS COURSES (5 COURSES)

- English 107 (may be waived by English Department)
- English 108
- Mathematics 114
- Business 150
- Computer Science 151 (CSIT 154 for MIS majors) (may be waived through an exemption exam)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES (4 COURSES)

- Natural Science (BIO, CHM, GEO, or PHY)
- Macroeconomics
- Microeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES (8 COURSES)

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

Some courses in the core may be counted toward a minor or second major as determined by the department.

BUSINESS CORE (18 COURSES)

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing
- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize, qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 100** Business Perspectives
- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Applied Quantitative Methods for Business
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Information Technology with Applications
- **BUS 206** Financial Markets and Institutions: Principles and Applications
- **BUS 207** Managerial Accounting
- **BUS 208** Corporate Finance
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Business Problem Solving and Decision Making
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

PROFESSIONAL STUDIES (MAJORS) (5 OR 8 COURSES)

These courses provide an intensive learning experience in one facet of business and serve as a basis for future career development.

Professional specializations are offered in:

- Accounting
- Finance
- Management Information Systems
- Marketing
- Management

The professional studies consist of five courses in one functional area beyond those courses required in the Business Core. The accounting option, however, requires eight courses; this is intended to help you be better prepared to pass the Certified Public Accounting (C.P.A.) examinations or to embark on an accounting career in industry. The professional option may be chosen upon matriculation or prior to starting major courses. Students who wish to do so have the option to pursue dual majors. One of the major courses in one of the two majors is waived for students who dual major. (See Page 110.)

PROFESSIONAL MINORS

Students who wish to do so have the option to pursue minors. Permission of the Chair or Director of the minor must be obtained. Professional minors are offered in:

Professional minors are offered in:

- Accounting
- Business Administration*
- Finance Minor for Accounting Majors
- Health Care Administration (not currently available)
- International Studies
- Marketing*
- Management*
- Risk Management and Insurance

*These minors are not available to students who major in Business.

Other minors are offered by the School of Arts and Sciences.

All students are required to take a writing emphasis course in their major discipline at the Junior/Senior level.

FREE ELECTIVES (5-7 COURSES)

You may choose to concentrate free electives in a particular field for a second major or minor or internship, or you may use these to diversify your background or broaden your interests.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD

I. Powers (5 courses)

- A. Writing I¹
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Speech
 - **BUS 150** Presentation Skills for Business (2 cr.)
- D. Single-Variable Calculus
 - **MTH 114** Applied Business Calculus (4 cr.)
- E. Information Technology²
 - **CSC 151** Introduction to Computing Using Packages
or **CSIT 154** Introduction to Information Technology (for MIS majors)

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
 - **BIO, CHM, GEO, or PHY 150s**
- B. Psychology or Sociology
 - **PSY** or **SOC**^{3,4}
- C. Macroeconomics
 - **ECN 150** Introductory Macroeconomics
- D. Microeconomics
 - **ECN 201** Introductory Microeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200 or 300-Level⁵
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level⁵
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts or Language (one of the following four)
 - **ART 151** Visualizing the Sacred
 - **ART 152** Visualizing the Self and Others
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following:
 - **ENG 250** Writers and their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in category E: Fine Arts (200 or 300-level)⁵ or Foreign Language

IV. Business Core (13 courses)

1. **BUS 100** Business Perspectives
2. **BUS 101** Financial Accounting
3. **BUS 202** Applied Quantitative Methods
4. **BUS 203** Organizational Behavior and Skill Development
5. **BUS 204** Principles of Marketing with Applications
6. **BUS 205** Information Technology with Applications
7. **BUS 206** Financial Markets and Institutions: Principles and Applications
8. **BUS 207** Managerial Accounting (2 cr.)
9. **BUS 208** Corporate Finance (2 cr.)
10. **BUS 303** Legal and Ethical Environment of Business
11. **BUS 304** Business Problem Solving
12. **BUS 400** Strategy Formulation
13. International Business Course/Experience^{6, 7}

V. Major Courses (5 for Finance, Management, Management Information Systems, and Marketing majors; 8 for Accounting majors)⁸

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VI. Electives (4 plus 1 credit for Accounting majors; 5 plus 1 credit for Finance, Management, Management Information Systems, and Marketing majors)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Additional Liberal Arts Core Requirements are: Freshman Year Odyssey (FYO); Double; Understanding at Home Course; Understanding Abroad Course (met by ECN 150)

- 1 May be waived by decision of the University before you begin course work; then additional elective is required.
- 2 May be waived by challenge examination before you begin course work; then additional elective is required.
- 3 Options to fulfill this requirement are: PSY 155, 205, 225, 230, SOC 150, 233, 262, 263, 306.
- 4 The following courses meet the Understanding at Home (as well as PSY/SOC) requirement: SOC 233, 262, 306.
- 5 The following courses meet the Understanding at Home (as well as Patterns of Meaning) requirement: PHL 303, REL 241, 244, 250, 345, 353, ART 210, 211., 320, MUS 203 or 214
- 6 Options to fulfill this requirement are: BUS 300, ECN 333, FIN 403, MGT 356, MKT 305, any School of Business travel/study course.
- 7 Finance majors may waive this requirement since they take FIN 403 as one of their "Professional Studies" requirements. Marketing and Management majors who elect the international course in their major may waive this requirement. Students who choose to waive this requirement gain one more elective.
- 8 Dual majors can waive one of the major courses of one of the majors. (See page 110.)

PROFESSIONAL STUDIES (MAJOR) REQUIREMENTS FOR SINGLE AND DUAL MAJORS

Single Majors

Requirements for single majors are indicated in the shaded diagonal areas: Accounting (ACC) majors are required to take 8 Major courses. Finance (FIN), Management Information Systems (MIS), Management (MGT) and Marketing (MKT) majors are required to take 5 Major courses. All MGT majors entering La Salle in Fall 2007 or thereafter will be expected to complete a second major in business or a minor in Risk Management and Insurance (RMI).

Dual Majors

Students who dual major may waive one of the Major Elective courses in one of the majors; see non-shaded boxes. Students choose either of the two boxes for the dual major requirements, depending on which major's elective they want to waive. Note that if one of the dual majors is MGT, students are expected to complete 4 courses in MGT and all of the course requirements (i.e., five courses) for the other major (students majoring in MGT who wish to complete a minor in RMI must take 5 courses in MGT).

Internships and Co-ops cannot be counted as one of the elective courses.

	ACC	FIN	MGT	MIS	MKT
ACC	<u>8 ACC</u> All ACC majors must take: ACC 201, 202, 303, 304, 307 & 405 and any 2 other 400-level Accounting Electives except 450 and 460	<u>5 FIN+7 ACC</u> Must take FIN 375. Waive 1 of the 2 ACC Electives.	<u>4 MGT+8 ACC</u> Waive 1 of MGT Electives.	<u>5 MIS+7 ACC</u> Must take ACC 478 and MIS 385. Waive 1 of the 2 ACC Electives.	<u>5 MKT+7 ACC</u> Waive 1 of the 2 ACC Electives.
FIN	<u>4 FIN+8 ACC</u> Must take FIN 375. Waive 1 of the 3 FIN Electives.	<u>5 FIN</u> All FIN majors must take: FIN 304 and 403 and 3 of the following FIN Electives: FIN 306, 308, 313, 314, 370, 375, 401, 420, 470.	<u>4 MGT+5 FIN</u> Must take FIN 313 Waive 1 of MGT Electives.	<u>5 MIS+4 FIN</u> Must take MIS-385. Waive 1 of the 3 FIN Electives.	<u>4 MKT+4 FIN</u> Plus MKT/FIN 308.
MGT	<u>4 MGT+8 ACC</u> Waive 1 of MGT Electives.	<u>5 FIN+4 MGT</u> Must take FIN 313. Waive 1 of MGT Electives.	<u>5 MGT*</u> All MGT majors must take: MGT 311, 312, 411 and 2 of the following MGT Electives: MGT 353, 354, 355, 356, 357, 371, 375.	<u>5 MIS+4 MGT</u> Must take MIS 385. Waive 1 of MGT Electives.	<u>5 MKT+4 MGT</u> Must take MKT 306 Waive 1 of the 2 MGT Electives.
MIS	<u>4 MIS+8 ACC</u> Must take ACC 478. Waive 1 of the 2 MIS Electives.	<u>5 FIN+4 MIS</u> Waive 1 of the 2 MIS Electives.	<u>4 MGT+5 MIS</u> Must take MIS 385 Waive 1 of MIS Electives.	<u>5 MIS</u> All MIS majors must take: MIS 410, MIS 420, MIS 480 and 2 of the following MIS Electives: MIS 375, 385, 400, 405, 415, 435, 470. MIS 405 may be repeated if topic is different	<u>5 MKT+4 MIS</u> Must take MKT 306. Waive 1 of the 2 MIS Electives.
MKT	<u>4 MKT+8 ACC</u> Waive 1 of the 2 MKT Electives.	<u>4 FIN+4 MKT</u> Plus FIN/MKT 308.	<u>4 MGT+5 MKT</u> Waive 1 of MGT Electives.	<u>5 MIS+4 MKT</u> Must take MIS 385. Waive 1 of the 2 MKT Electives.	<u>5 MKT</u> All MKT majors must take: MKT 301, 401 and 402 and 2 of the following MKT Electives: MKT 302, 304, 305, 306, 308, 370 or 371.

*Students entering La Salle in Fall 2007 or later may not major in Management (MGT) unless they also complete a full major in another business area or a 4-course minor in Risk Management and Insurance (RMI).

Please note: Some courses, required of some dual majors, are only offered once a year, and must therefore not be saved until the student's last semester (in case they are not offered then).

The following courses are offered only in fall semesters: ACC 478, FIN 375, FIN/MKT 308, MGT 311.

The following courses offered only in spring semesters: FIN 313, MKT 306, MIS 385, MGT 312, MGT 411.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MODEL ROSTER

Freshman Year

Fall

Business 101
Frameworks or Patterns
English 107¹
Computer Science 136 or CSIT 154
Frameworks or Patterns

Spring

Business 100
Math 114
Frameworks or Patterns
English 108
Patterns

ACCOUNTING MAJOR

Sophomore Year

Fall

Accounting 201
Economics 150
Business 150
Business 207
Business 208
Frameworks or Patterns

Spring

Accounting 202
Economics 201
Business Core
Business 202
Frameworks or Patterns

Junior Year

Fall²

Accounting 303
Accounting 307
Business Core
Frameworks or Patterns
Frameworks or Patterns
Elective

Spring²

Accounting 304
Business Core
Business Core
Business Core
Frameworks or Patterns
Frameworks or Patterns

Senior Year

Fall

Accounting 405
Accounting 400-level or Elective
Business Core
Business 400 or Elective
Elective

Spring

Accounting 400-level
Accounting 400-level or Elective
Business 400 or Elective
Business Core
Elective

FINANCE, MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS, OR MARKETING MAJOR

Sophomore Year

Fall

Economics 150
Business 202
Business Core
Business Core
Frameworks or Patterns

Spring

Economics 201
Business 207
Business 208
Business 150
Business Core
Frameworks or Patterns

Junior Year

Fall

Major Course
Business Core
Business Core
Frameworks or Patterns
Elective

Spring

Major Course
Business Core
Business Core
Frameworks or Patterns
Elective

Senior Year

Fall

Major Course
Business 400 or Elective
Frameworks or Patterns
Frameworks or Patterns
Elective

Spring

Major Course
Business 400 or Elective
Major Course
Elective
Elective

¹ Students who have ENG 107 waived will substitute a Sophomore Frameworks or Patterns course.

² Alternatively, one of six courses may be taken in summer.

FOUR-YEAR BS (ACCOUNTING)/MBA DUAL DEGREE

The Accounting Department offers a four-year dual B.S. (Accounting)/MBA degree program. The purpose of the program is to allow high-ability students to meet the 150 hours of education required by most states for C.P.A. certification in four years while earning both an undergraduate and graduate degree. Students move through the traditional undergraduate program at an accelerated pace by taking undergraduate summer classes for two summers following their first and second year, and then complete MBA requirements during their fourth year.

Students electing the dual degree are required to have only 120 credits for the B.S. degree, rather than the 128 credits required for the four-year B.S. (Accounting) degree. The remaining 30 credits are graduate MBA credits and include three graduate accounting courses. With careful planning, a student in the dual-degree program can participate in the Business Scholars Co-op Program or complete a single full-time internship.

Students admitted to the dual-degree program as entering freshmen generally must have an SAT score of 1200 or higher on the Critical Reading and Mathematics sections. Currently enrolled students are eligible to join the program no later than the end of their sophomore year if they maintain a G.P.A. of 3.2 or higher. Students must maintain a cumulative G.P.A. of at least 3.2 to remain in the program. In the middle of the third year, students must formally apply to the Full-time MBA Program and be accepted to continue in the program. Students who decide not to complete the MBA or who do not qualify for acceptance to the MBA program have the option to leave the program with a B.S. degree after completing two additional accounting electives to meet the 128-credit requirement.

For more information, contact Mary Jeanne Welsh, Chair, Department of Accounting.

La Salle School of Business
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Philadelphia, PA 19141
Phone: 215.951.1883
E-mail: welsh@lasalle.edu

EXPERIENTIAL EDUCATION PROGRAMS

Experiential Education Programs are designed to give students hands-on work experience related to their majors. Participation provides an opportunity to link the theory and practice of the discipline. Research shows that students who intern or co-op generally have greater success in finding their first jobs after graduation and earn higher starting salaries. The Internship Program and Business Scholars Co-op Program are the Experiential Education Program options for students.

INTERNSHIP PROGRAM

Internships are available throughout the year (most are taken during the fall or spring semesters) and range from three to six months. Students generally participate during their junior or senior years. Internships may be full time or part time, paid or non-paid. Internships count as a free elective and not as a major course. Students earn three credits for internships. As with other courses, internships must be rostered prior to the end of the first week of the semester. **Full-time internships** are up to six months long. They are paid positions. A student taking a full-time internship may graduate in four years by following the model roster on Page 113. (For additional information, see Page 16.) **Part-time internships** are one semester and generally are non-paid. The student ordinarily carries a full academic schedule along with the internship. One or two internships may be taken over the course of a student's years at La Salle. Contact the Associate Director for Experiential Education in the Career Planning Office at 215.951.1075 for more information.

BUSINESS SCHOLAR CO-OP PROGRAM

The highly selective Business Scholars Co-op Program (BSCP) was designed to meet the academic and introductory work experience needs of achievement-oriented, academically talented students. Similar to traditional applied-learning programs, the BSCP prepares students through classroom theory, provides career exploration counseling, develops professional skills through workshops, and enables students to gain practical work experience for successful job placement upon graduation. Unlike other applied learning programs, however, BSCP students graduate in just four years because of the BSCP's accelerated curriculum.

Students selected for the Business Scholars Co-op Program have proven themselves as highly motivated academic achievers and have demonstrated themselves as leaders both in and out of the classroom. Students generally possess the following:

- An SAT score of 1200 or higher on the Critical Reading and Mathematics section or an ACT score of 27
- A cumulative G.P.A. of 3.5 or higher
- Rank in the first quintile of their high school graduating class
- Strong leadership qualities
- A high level of co-curricular activities

The candidate application process includes an interview with members of the BSCP's Selection Committee.

Co-ops complete multiple work assignments during which they are paid competitive wages by employers and receive academic credit for each of the two assignments. The first work assignment is four months and occurs during the summer after sophomore year. The second work assignment is eight months and occurs either during the spring of junior year and the following summer (Schedule A) or during the summer before senior year and the fall of senior year (Schedule B). Students follow Schedule A or B depending on the scheduling needs of the students and companies.

Students are matched with employers according to their career objectives, academic achievements, work experience, relevant activities and accomplishments, and the employers' needs.

The chart on Page 114 outlines the academic and work phases of the program.

For more information, contact Penelope Grob, Assistant Director.

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Phone: 215.951.5113
E-mail: grob@lasalle.edu

MODEL ROSTER – INTERNSHIP PROGRAM

Freshman and Sophomore Years

Follow the same model roster as indicated on the previous page.

Summer Sessions after Freshman, Sophomore, and Junior Years

Students should plan to take up to four courses (six for Accounting majors) as needed during the summers.

Junior Year

Fall Internship Option

Spring Internship Option

ACCOUNTING MAJOR

Fall	Spring	Fall	Spring
Internship	Accounting 304	Accounting 304E#	Internship
Accounting 304E#	Accounting 303E#	Accounting 307	Accounting 303E#
	Accounting 307E#	4 courses from Business Core or Liberal Arts requirements	Accounting 307E#

FINANCE, MANAGEMENT, MANAGEMENT INFORMATION SYSTEMS, OR MARKETING MAJOR

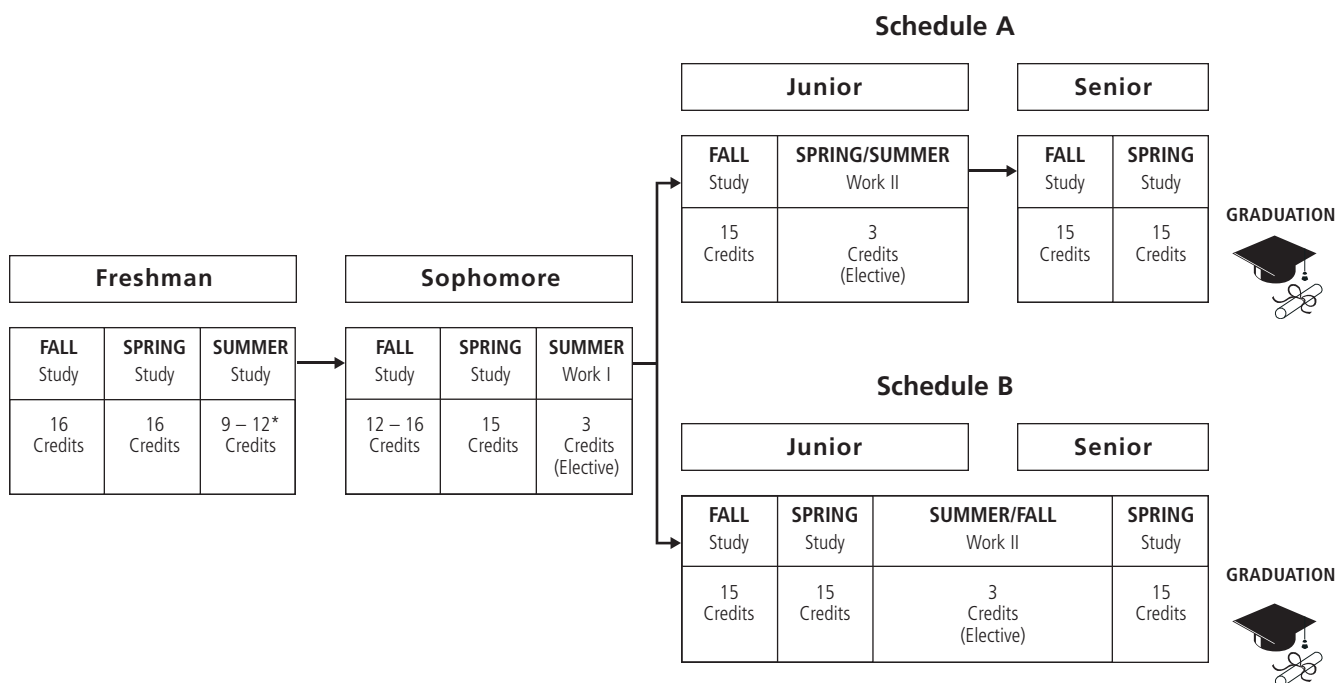
Fall	Spring	Fall	Spring
Internship	5 courses from Business and Liberal Arts Core and elective courses	5 courses from Business and Liberal Arts Core and elective courses	Internship

Senior Year

Follow same model roster as indicated on previous page.

These courses can be taken during other semesters, if necessary, to accommodate your schedule. Check with your Chairperson or the Dean's Office.

E Designates Evening course

MODEL ROSTER – BUSINESS SCHOLAR CO-OP PROGRAM

Accounting majors must take two additional electives (6 credits) in addition to credits indicated above.

*Fewer credits are required in this first summer for students who have brought in AP or transfer credits.

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.





There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 18 credits of foundation level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart.

The GMAT is required for acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057.

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207 Managerial Accounting	
BUS 202 Applied Quantitative Methods for Business	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208 Fundamentals of Financial Management	
BUS 304 Business Problem Solving and Decision Making	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*

*Only one from MBA 690, 691, and 692 may be waived

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ACCOUNTING**FACULTY**

Mary Jeanne Welsh, Ph.D., Chair
 Professors: Borkowski, Reardon (*emeritus*), Stickel, Welsh
 Associate Professors: Leaby, Wentzel
 Assistant Professors: Brazina, Fitzgerald, Massimini, Zook
 Lecturers: Fusco, Guerin, Kochanski, McAleer
 Endowed Chair: Scott E. Stickel, Ph.D.

Accounting, “the Language of Business,” is the core of any business enterprise. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Accounting includes specialties that focus on specific and unique aspects of the financial institution. Cost Management, Information Systems, Auditing, Taxation, and Multinational Operations are areas of advanced study that prepare students to function as executives responsible for business decision-making in both the profit and not-for-profit enterprises. Students can also earn three credits toward graduation by participating in an Experiential Education Program.

Since almost all organizations need accounting information, positions range from manufacturing firms to service industries to hospitals and other not-for profits and all levels of governmental operations. Graduates function as CPAs, internal auditors, bankers, financial planners, budget specialists, merger and acquisition consultants, and tax planners.

Students are encouraged to join one of the two professional student organizations: the Accounting Association and Beta Alpha Honors Society.

REQUIREMENTS**■ REQUIRED FOR MAJOR IN ACCOUNTING: 8 COURSES**

- ACC 201
- ACC 202
- ACC 303
- ACC 304
- ACC 307
- ACC 405
- Any two additional 400-level accounting courses with the exception of ACC 450 and 460.

■ REQUIRED FOR MINOR IN ACCOUNTING: 6 COURSES

- BUS 101
- BUS 207
- ACC 201
- ACC 202
- Any two accounting courses at the 300 or 400 level except 350/450 or 360/460.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS**ACC 201 (F)**

INTERMEDIATE FINANCIAL ACCOUNTING I
 4 credits

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a “C” grade or better.

ACC 202 (S)

INTERMEDIATE FINANCIAL ACCOUNTING II
4 credits

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues including post-employment benefits, income taxes and stockholders' equity. Financial reporting in an international environment is also examined. Prerequisite: ACC 201.

ACC 303 (F)

COST MANAGEMENT
3 credits

This course focuses on how cost information is produced and used in contemporary organizations, especially the role of cost accounting in strategic decision-making by internal managers. Topics include, but are not limited to: cost classifications, product pricing and profit analysis, cost systems, standard costing and variance analysis. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207.

ACC 304 (S)

AUDITING
3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Prerequisite: ACC 202 (can be taken concurrently with ACC 202).

ACC 307 (F)

INCOME TAX
3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, non-taxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisites: Bus 101.

ACC 350 (Summer)

COOPERATIVE EDUCATION I
3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. It involves job-related learning under faculty supervision. A position is arranged through the Director of the program. A co-op counts as a free elective, not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program

ACC 360, 460 (F, S)

PART-TIME INTERNSHIP IN ACCOUNTING

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. The part-time internship counts as a free elective, not as a course in the major. The

number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: BUS 101, G.P.A. of 2.25 overall and in the major.

ACC 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP
3 credits

Full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Prerequisites: BUS 101, G.P.A. of 2.25 overall and in the major.

ACC 405 (F)

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE
3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202.

ACC 406 (S)

SPECIAL TOPICS IN FINANCIAL REPORTING
3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior standing.

ACC 411

ADVANCED COST MANAGEMENT
3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

ACC 418 (S)

CORPORATE AND OTHER TAXATION
3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

ACC 450 (F, S)

COOPERATIVE EDUCATION II
3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as a free elective, not as a course in the

major. Prerequisites: successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

ACC 471 (S)

PERSONAL FINANCIAL PLANNING
3 credits

The course provides a comprehensive understanding of the fundamentals, strategies, and implementation that make up the personal financial planning (PFP) process. An overview of the PFP process is then expanded into a comprehensive study of its essential components, such as risk management, investment planning, retirement planning, and estate planning. Inherent in all aspects of the course will be the underlying tax implications that exist as an integral part of the decision-making. Students will also gain an understanding of the professional responsibilities and regulatory requirements that accompany the PFP process. Each student will then work with a case study in developing a financial plan. Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 (S 2007, F 2008, F 2009)

ACCOUNTING INFORMATION AND ENTERPRISE RESOURCE SYSTEMS
3 credits

An in-depth examination of accounting information systems (AIS) and enterprise resource planning (ERP) systems at both theoretical and conceptual levels. Concepts introduced enable the student to evaluate technologies, discuss their impact on the accounting profession, and to apply those technologies to practical business situations. Emphasis is on transaction cycles, transaction processing, accounting controls, systems auditing, and fraud detection. Prerequisite: ACC 202 and Senior standing. Required for dual majors in Accounting and Management Information Systems.

ACC 480 (F)

ACCOUNTING SEMINAR
3 credits

Research in selected financial reporting topics. Prerequisites: ACC 202 or taken concurrently and BUS 208 and Senior standing.



BUSINESS ADMINISTRATION MINOR

The minor in Business Administration provides Arts and Sciences majors with a broad exposure to all the different areas of business. It complements the Liberal Arts background with knowledge and skills that can be applied to careers in all types of organizations.

This minor is not available to students in the School of Business.

REQUIREMENTS

■ REQUIRED FOR MINOR IN BUSINESS ADMINISTRATION: 6 COURSES

- BUS 100 or BUS 101
- ECN 150
- Four courses* from the following:
BUS 101, BUS 203, BUS 204, BUS 205, BUS 206**, BUS 303

*ECN 150 and BUS 100 or 101 should be taken prior to the other four courses.

**BUS 101 is a prerequisite to BUS 206.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

BUS 100 (S)

BUSINESS PERSPECTIVES
3 credits

This freshman course is integrative, addressing business processes at an introductory level. It uses a real company and a real industry sector to provide students with an understanding about how "business" really works, and what "business" really is. The course has as its final product a business plan written by each team and presented to a panel of business executives for their evaluation. It emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty of the School of Business, Integrated Science, Business and Technology (ISBT), and business executives and entrepreneurs in a small-class environment. Students are introduced to team-building, entrepreneurship, and business plans at the beginning of their academic program in order to build and develop their skills over the next three years. Students should take this course as early on as possible. Generally the course is not open to juniors and seniors.

BUS 101 (F, S)

INTRODUCTION TO FINANCIAL ACCOUNTING
3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 150 (F, S)

PRESENTATION SKILLS FOR BUSINESS
2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F, S)

APPLIED QUANTITATIVE METHODS FOR BUSINESS
3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to microcomputer statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S)

ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT
3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of

organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)

PRINCIPLES OF MARKETING WITH APPLICATIONS

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)

INFORMATION TECHNOLOGY WITH APPLICATIONS

3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. The course also emphasizes interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, Expert Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment. Prerequisite: CSC 151.

BUS 206 (F, S)

FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS

3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on "mini cases" which employ actual data to help better understand the principles examined in the course. Prerequisite: BUS 101.

BUS 207 (F, S)

MANAGERIAL ACCOUNTING

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision-making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisite: BUS 101, MTH 114, CSC 151.

BUS 208 (F, S)

FUNDAMENTALS OF FINANCIAL MANAGEMENT

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151.

BUS 300 (F, S)

SPECIAL TOPICS: INTERNATIONAL BUSINESS

3 credits

Students study international aspects of Accounting, Finance, Economics, Management, Marketing and Management Information Systems. The course helps students develop an appreciation for how different cultures, governments, and approaches to doing business impact international business-to-business relationships as well as devising strategies to enter markets in other countries. When taught as a travel-study course, students travel at the end of the spring semester and attend lectures of faculty at the host school as well as company site visits. Previous schools visited were University of Laval in Quebec, Canada and University of Mannheim in Mannheim, Germany, and Institut Supérieur in Angers, France. Prerequisites: BUS 100 and BUS 101 and three of the following: BUS 203, BUS 204, BUS 205 and BUS 206.

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS

3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (F, S)

BUSINESS PROBLEM SOLVING AND DECISION MAKING

3 credits

Presents an integrated view of problem framing and the methodology of decision-making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used. Depending on the relevance to chosen case studies, topics covered may include several of the following: Decision Analysis, Forecasting, Inventory Management, Linear Programming, Critical Path Method/Project Evaluation and Review Technique, Quality Control, and Simulation. Prerequisites: MTH 114 and BUS 202, 204, 205, 206, 207, and 208.

BUS 370 (F, S)

READINGS IN BUSINESS

1 credit

This course explores broad, multi-disciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, financial disclosure, etc. Quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no pre-requisites; the course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)**STRATEGY FORMULATION AND IMPLEMENTATION**

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing.

FINANCE

FACULTY

Jan Ambrose, Ph.D., Chair

Joseph A. Kane, Professor Emeritus, Business

Professors: Barenbaum, Buch, Schubert

Associate Professors: Ambrose, Rhoda

Assistant Professor: McNichol

Finance plays a central and critical role in the functioning of the economy. All enterprises (for-profit, nonprofit, and government) need to finance their strategic undertakings as well as their ongoing operations. Individuals, likewise, need to plan for important future events (e.g., financing their children's education, weddings, retirement). The study of Finance provides students with the knowledge and tools necessary to work and thrive in today's dynamic, global financial environment.

Students of finance typically follow career paths in financial management (such as working in the finance department of a corporation or government unit, or working in a consulting firm), investments (brokerage, portfolio management, security analysis), or financial services (working in a bank or an insurance company).

The curriculum of the Finance Department is uniquely designed to meet the needs of students wishing to pursue any of these career paths.

Understanding the importance of linking theory and practice, the Department recommends that students consider joining Gamma Iota Sigma (the Risk Management and Insurance Club) and/or the Investment Club (where students manage an actual investment fund). In addition, we advise that, during their University years, students strongly consider undertaking an internship or co-op.

REQUIREMENTS**■ REQUIRED FOR MAJOR IN FINANCE: 5 COURSES**

- **FIN 304, 403**
- Three courses from among the following: **FIN 306, 308, 313, 314, 375, 401, 420, 470.**

Junior standing is a prerequisite for 300- and 400-level courses.

Finance Minor for Accounting Majors:

Accounting majors who wish to minor in Finance can do so. Students must successfully complete ACC 202, the core Finance courses, the required Finance courses for the major, and one additional Finance course. These courses are: ACC 202, BUS 206 (Business Core), BUS 208 (Business Core), FIN 304, FIN 403, and one Finance elective at the 300 or 400 level.

COURSE DESCRIPTIONS**FIN 304 (F, S)****FINANCIAL DECISION-MAKING**

3 credits

This course focuses on how managers can construct a decision-making process and manage the creation of shareholder value. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision-making. Prerequisites: BUS 202, 206, and 208.

FIN 306**THE FINANCIAL SERVICES INDUSTRY**

3 credits

An examination of the firms, such as banks, insurance companies, finance companies, securities firms, and mutual funds, that provide financial services to consumers and businesses. Topics include the domestic and international financial environment in which financial service firms operate; financial market risk and its management; ethical and legal issues; and managerial problems specific to each service firm. Prerequisite: BUS 202, 206, 208.

FIN 308 (S) (Cross-listed with MKT 308)**FINANCIAL SERVICES MARKETING**

3 Credits

Financial Services marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets and their buying behavior are also studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

FIN 313 (S)**EMPLOYEE BENEFIT PLANNING**

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: BUS 208.

FIN 314 (F)**RISK MANAGEMENT**

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques including finance and control techniques from a holistic perspective. Same as RMI 314. Prerequisite: BUS 202, 208.

FIN 350 (Summer)

COOPERATIVE EDUCATION I

3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as a free elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

FIN 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN FINANCE

3 credits

Part-time, generally non-paid, employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective, not as a course in the major. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: BUS 206 or BUS 208.

FIN 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN FINANCE

3 credits

Full-time-paid employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Experiential Education Adviser in the Finance Department for further registration information. An internship counts as a free elective, not as a course in the major. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisite: BUS 206 or BUS 208.

FIN 375

FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401

INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition; criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

FIN 403 (F, S)

INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging; and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

FIN 420 (S)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as RMI 420. Prerequisite: BUS 202, 206, 208.

FIN 450 (F, S)

COOPERATIVE EDUCATION II

3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or during the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

FIN 470 (F)

SELECTED TOPICS IN FINANCE

3 credits

Selected topics in finance studied in-depth under the direction of faculty. Prerequisite: Senior standing.



INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D., Finance Department

Designated as a minor available to all students regardless of major.

REQUIREMENTS

■ REQUIRED: 6 COURSES

Many of the courses listed below may also fulfill requirements university-wide requirements.

Any three of the following:

- All foreign language and foreign literature courses
- **ECN 332**
- **ENG 337, 338**
- **HIS. 251, 303, 308, 311, 325, 328, 341, 344, 345, 346, 348, 351, 353, 354, 370/470, 440, 452, 458.**
- **POL 221, 322, 342, 343, 344**
- **REL 231, 232, 241**
- **SOC 237, 238**

And any 3 courses from the following:

- **ECN 330**
- **ECN 331**
- **POL 240**
- **POL 341**
- **MGT 356**
- **FIN 403**
- **MKT 305**
- **BUS 300**

Suitable Special Topics courses, travel-study courses, study abroad programs, and customized programs of study may be approved may be approved; see Dr. Buch for advisement

LAW

Coordinator of Pre-Law Programs: Evelyn Boss Cogan, J.D.

Pre-Law Advisers: Evelyn Boss Cogan, J.D., David Culp, J.D., Gerard Downey, J.D.

FACULTY

Business-Law Program

Assistant Professors: Cogan, Culp

Lecturers: Berry, Levinson, McLaughlin, Moss

Law courses may be taken as electives. While there is no pre-law major, certain of these courses may be recommended for pre-law students by the Coordinator.

Junior standing is a prerequisite for all 300- and 400-level courses.

COURSE DESCRIPTIONS

LAW 300 (F, S)

APPROACHES TO THE LAW OF CONTRACTS

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale con-

tracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS

3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

MANAGEMENT

FACULTY

Prafulla (Pra) Joglekar, M.B.A., M.S., Ph.D, Chair

Professors: Joglekar, Miller, Seltzer, Smither, Tavana, Van Buskirk

Associate Professors: Kennedy, Meisel, Walsh

Assistant Professors: Bruce, Gauss, LoPinto, Rappaport, Szabat

There are two majors in the Management Department: Management Information Systems (MIS) and Management (MGT). The choice of major should depend on career objectives and personal interests. If there are questions about the majors, the student should consult with the Department Chair or a departmental adviser.

The primary goal of the Management Department is to graduate competent students in the fields of Management Information Systems (MIS) or Management (MGT). MIS and MGT curricula produce graduates who can communicate effectively, can continue to learn and update their skills, and are confident in their abilities as professionals. Students are trained to be sensitive to the expanding role they play in society and understand the evolving implications of their professional, ethical, legal, and social responsibilities.

Individuals completing the recommended courses of study in MIS or MGT will be able to:

- function competently in an entry-level position;
- enter an advanced course of study;
- communicate in a variety of settings using oral, written, and multimedia techniques;
- think creatively in solving problems;
- use planning, implementation, and management tools in a changing environment;
- possess an awareness of management techniques, professional and ethical concepts, legal issues, and strategic planning; and
- understand that managers function within a global context and, therefore, must be cognizant of cultural, economic, political, and technological differences.

Management Information Systems

Management Information Systems (MIS) focuses on designing computer systems to help people do their work better. It involves bridging the gap between technology and the people who use it by converting user requirements into cost-effective computer and information systems and finding ways to make users and systems more productive.

Information systems have always been significant in the management of organizations. The use of computers has continued to evolve from machines

that could calculate and produce simple reports to distributed multiprocessors with powerful individual work stations for the end-user.

If you have a flair for computers, but you don't want to be a programmer; if you enjoy working with people, talking about projects, and solving problems in teams; if you think you would enjoy the design process, planning and implementing a system that works most efficiently, you should think about a career in MIS.

The applied nature of the MIS discipline suggests a critical link with the practicing professional community. This relationship is established and maintained through the use of "real-world" projects, practicing MIS professionals as speakers in class, and internships. Our student organization, the Information Technology Student Leadership Association (ITSLA), brings executives to speak on campus and provides a forum for students to network and explore their career interests.

Career opportunities for MIS professionals are expanding rapidly and will continue to do so for the foreseeable future. Professionals entering the MIS marketplace require specialized training and education. Unique skill sets are necessary to support a large number of job titles and positions, such as Systems Analyst, Database Administrator, Business Analyst, Data Analyst, eCommerce Applications Analyst, Computer Systems Auditor, Information Systems Manager, Computer and Software Marketing Manager, Office Automation Specialist, Computer Consultant, and Network Administrator.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN MANAGEMENT INFORMATION SYSTEMS: 5 COURSES.

- MIS 410
- MIS 420
- MIS 480
- Choose two of the following: **MIS 375, MIS 385, MIS 400, MIS 405, and MIS 415**

Junior standing is a prerequisite for 300- and 400-level courses.

MIS majors can broaden their technical expertise by choosing a complementary concentration in any of the technology-oriented disciplines, including: Computer Science (CSC), Digital Arts and Multimedia Design (DArt), and Integrated Science, Business, and Technology (ISBT) in the School of Arts and Sciences. Three designated courses are required for a concentration. See a faculty adviser in the Management Department for a list of required courses for each concentration.

COURSE REQUIREMENTS

MIS 375 (S)

INFORMATION SYSTEMS PROJECT MANAGEMENT
3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: BUS 100.

MIS 385 (S)

DECISION SUPPORT AND EXPERT SYSTEMS
3 credits

This course is about the manager's responsibilities for decision-making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition and Validation, Knowledge Representation, Inferencing and ES Building Process and Tools. Students are required to apply DSS and ES Software Packages in a hands-on environment. Prerequisite: BUS 205 or equivalent.

MIS 350 (Summer)

COOPERATIVE EDUCATION I
3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

MIS 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS
3 credits

Part-time, generally non-paid, employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: BUS 205.

MIS 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN MANAGEMENT INFORMATION SYSTEMS
3 credits

Full-time paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. The number 365 is used if taken in junior year and 465 if taken in senior year. An internship counts as an elective and not as a course in the major. Prerequisite: BUS 205.

MIS 371 (F, S)

SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS
3 credits

Designed to address contemporary issues and interests in Management Information Systems. Such topics as Office Automation, Information Systems Evaluation, Information Resources Management, and User Interface Design will be offered in various semesters. Prerequisite: varies with topics.

MIS 400 (F)

BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE
3 credits

This course explores a problem solving methodology that employs computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving typical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic, formal representation of program specifications, implementation of it using selected high level programming languages such as Visual Basic and Java and documentation of such a programming project. This is a hands-on course. Students will design and develop several computer programs throughout the term. Prerequisite: BUS 205 or equivalent.

MIS 405 (F, S)

EMERGING INFORMATION TECHNOLOGY
3 credits

This course is designed to introduce students to one of several areas of emerging information technology such as networking, electronic commerce, enterprise resource planning applications, etc. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course. Prerequisite: BUS 205 or equivalent.

MIS 410 (F)

INFORMATION SYSTEMS ANALYSIS AND DESIGN
3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. Systems Design topics such as User Interface, Design Alternatives, Prototyping, Input, Output, and File Design are discussed. Prerequisite: BUS 205 or equivalent.

MIS 415 (S)

SMALL BUSINESS SYSTEMS DEVELOPMENT
3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, and the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: BUS 205 or equivalent.

MIS 420 (S)

DATABASE MANAGEMENT SYSTEMS
3 credits

This course focuses on data management in organizations, and on the design and development of database applications. Also covered in the course are the database architecture, logical and physical data design, and the integration of databases with programming. Topics include conceptual data mod-

eling, normalization and database design, database system implementation, SQL, distributed data management and client-server systems and database administration. To demonstrate acquired skills, students design and develop a database application using Oracle. Prerequisite: MIS 410.

MIS 450 (F, S)

COOPERATIVE EDUCATION II
3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or during the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

MIS 480 (S)

INFORMATION SYSTEMS CAPSTONE
3 credits

This integrative capstone course is designed to examine the effects of technology and its rapidly changing nature on the corporate environment. Students will learn how to think strategically about information systems within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems solutions. This course serves as the culminating experience in the Management Information Systems program. Prerequisite: Senior standing with at least two upper-level MIS courses for MIS majors, and Senior standing with BUS 205 for non-MIS majors.

Organizational Management

Although specialized knowledge and technical skills are critical in landing an entry-level job, developing management and leadership skills can help you succeed at that job and give you the edge that will help you advance in your career. The aim of the management major is to build the skills that executives need to manage and lead others.

Management majors will be expected to have a dual major in business. Thus, students who major in Management will graduate with a broad understanding of business (from the School of Business' Core courses), specialized knowledge of a business discipline (Accounting, Marketing, Finance, Risk Management, or MIS), and the strong Management skills that lead to a good first job and a successful career.

The Management major is focused on understanding the behavior of people and groups in organizations. The courses are designed to provide you with the knowledge and skills needed to effectively motivate people, manage projects, solve problems, and make decisions. A special feature of the required coursework is participation in two skills-assessment centers. These are structured experiences in which you will practice and receive feedback in areas such as communication, leading groups, and problem-solving. These centers are widely used in leading-edge corporations and use experiential exercises, video feedback, and personal coaching to understand your assets and limitations in leadership skills. Embedding these experiences in coursework will help you gain self-awareness and practice leadership skills with the opportunity and resources to improve.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ORGANIZATIONAL MANAGEMENT: 5 COURSES.

- MGT 302

- **MGT 303**
- **MGT 307**
- Choose two of the following: **MGT 352, MGT 353, MGT 354, MGT 355, MGT 356, MGT 357, MGT 371**

Junior standing is a prerequisite for 300- and 400-level courses.

■ **REQUIRED FOR MINOR IN ORGANIZATIONAL MANAGEMENT: 6 COURSES.**

- **BUS 203**
- **MGT 302**
- **MGT 303**
- one upper-level Organizational Management course
- Choose two of the following: **BUS 100, BUS 101, BUS 303**

This minor is not available to students in the School of Business.

COURSE DESCRIPTIONS

MGT 302 (F)

MANAGING HUMAN RESOURCES I:
CREATING A COMPETITIVE WORKFORCE
3 credits

This course introduces students to the role that effective human resource (HR) management plays in successfully implementing business strategy. Topics include HR strategy, HR planning, job analysis, equal employment opportunity (EEO) law, recruiting, measurement, and selection. There is also strong emphasis on the special challenges and issues associated with international human resource management. This course will be offered for the last time in fall 2007. Prerequisite: BUS 203.

MGT 303 (S)

MANAGING HUMAN RESOURCES II: DEVELOPING AND MANAGING A
COMPETITIVE WORKFORCE
3 credits

This course blends theory, research, and practice to enable students to maximize employee productivity, commitment, and satisfaction. Topics include training and development, performance management and appraisal, compensation and benefits, quality initiatives and job design, and labor relations. This course strongly emphasizes issues associated with managing an international workforce. This course will be offered for the last time in spring 2008. Prerequisite: MGT 302.

MGT 307 (S)

DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE
3 credits

Develops an understanding of the interaction of organizational structure and processes. Examines relationship of internal and external environments. Studies organizational design and utilizes current theories of organizational behavior as practical tools in analyzing specific organizations. Prerequisite: BUS 203.

MGT 311 (F)

INFLUENCE IN ORGANIZATIONS: A SKILLS-BASED APPROACH
3 credits

This course helps students develop influence skills that are important to success in nearly all professional or managerial work settings. The influence skills that are emphasized include providing effective feedback, making persuasive presentations, coaching, upward influence, and negotiating. The course is experiential and provides many opportunities for students to observe, analyze, and practice these skills through participation in a skills assessment center. Prerequisite: BUS 203

MGT 312 (S)

MANAGING HUMAN RESOURCES: A SKILLS-BASED APPROACH

This course helps students develop the skills that practicing managers need to address the human resource issues they confront in their day-to-day work. Students will learn to identify potential Equal Employment Opportunity (EEO) problems and respond appropriately to them, create job descriptions and specifications, conduct employment interviews, evaluate the usefulness of other selection procedures (e.g., job knowledge tests, personality inventories), design and conduct on-the-job training, appraise employee performance and conduct a performance review discussion, and conduct themselves appropriately during union organizing drives. Prerequisite: BUS 203

MGT 350 (Summer)

COOPERATIVE EDUCATION I
3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

MGT 352 (F)

EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT
3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: BUS 203.

MGT 353 (S)

DISPUTE RESOLUTION
3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques that build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution. Prerequisite: BUS 203.

MGT 354 (S)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas – business, government, and organized labor – impinging on the small entrepreneur today. Prerequisite: BUS 203.

MGT 355 (F)

POWER, MOTIVATION, AND LEADERSHIP
3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. We will examine not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the

impact of these approaches on the satisfaction and development of employees. Prerequisite: BUS 203.

MGT 356 (F)

MANAGING IN THE GLOBAL ECONOMY
3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of international businesses. Course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.

MGT 357 (F)

MANAGING CULTURAL DIVERSITY IN THE WORKPLACE
3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.

MGT 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN ORGANIZATIONAL MANAGEMENT
3 credits

Part-time, generally non-paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. The number 360 is used if taken in junior year and 460 if taken in senior year. An internship counts as an elective and not as a course in the major. Prerequisite: BUS 203.

MGT 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN ORGANIZATIONAL MANAGEMENT
3 credits

Full-time paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. The number 365 is used if taken in junior year and 465 if taken in senior year. An internship counts as an elective and not as a course in the major. Prerequisite: BUS 203.

MGT 371 (F, S)

SPECIAL TOPICS
3 credits

Designed to address contemporary issues and interests in Management. Such topics as Total Quality Management, Non-profit Management, Compensation Analysis, and Employment Law will be offered in various semesters. Prerequisite varies with topics.

MGT 411 (S)

TEAMS IN ORGANIZATIONS: A SKILLS-BASED APPROACH
3 credits

This course is designed to identify and develop the skills necessary to be effective in team and work group environments. These skills include the

abilities to work in diverse team situations, apply knowledge of group dynamics, and negotiate in effective and ethical ways. Particular emphasis is placed on self-awareness, which is developed through participation in a skills-assessment center as well as completion of various self-assessment instruments and assignments. The format for this course includes a series of experiential learning opportunities designed to focus attention on particular issues of team functioning. Prerequisite: MGT 311

MGT 450 (F, S)

COOPERATIVE EDUCATION II
3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

MGT 464 (F, S)

MANAGEMENT SKILLS PRACTICUM
1 credit

This one-credit course must be taken in conjunction with an approved three-credit internship. Students will complete a series of assignments that require the application of theory and research-based knowledge from the field of management. At their internship sites, students will practice skills such as time management, active listening, group facilitation, and social influence. Written assignments will require students to reflect on these experiences as well as their broader understanding of leadership behaviors, motivation practices, and group dynamics. The class will meet several times during the semester, but most work will be done independently. Students will be able to choose assignments that best fit their own needs and internship experiences. A student may not repeat this course. Prerequisite: BUS 203

MARKETING

FACULTY

David B. Jones, Ph.D., Chair

Professor: Talaga

Assistant Professors: Chia, Dynan, Jiang, Jones, Nucera

Lecturers: Crossen, Dipietro, Ulrich, White

Many people believe that marketing consists only of advertising and personal selling. Although marketing includes these activities, the purpose of marketing in an organization is much broader; the purpose of marketing is to create and retain satisfied customers. Marketing begins by understanding consumer behavior, discovering customers' needs and then developing programs to satisfy those needs.

The decisions made in creating marketing programs are essential to the success of any organization. Which customer groups shall we serve? What kind of products and services will we offer? How should they be priced, promoted, and distributed to the customer? The fundamental marketing concept is that organizations can achieve their goals by satisfying consumer needs.

The Marketing curriculum at La Salle University gives students the knowledge and skills they need to succeed in a variety of marketing related fields. Marketing classes and projects develop such skills as making effective presentations, creating advertising campaigns, analyzing consumer behavior,

and conducting marketing research studies. In all Marketing classes, an emphasis is placed on involving students with real-world problems that will advance their ability to make sound business decisions.

Marketing majors are encouraged to participate in the Marketing Department's Internship Program. Here, participants work part-time in a marketing position under faculty supervision. The Department of Marketing has a tradition of interacting with students as they make both academic and career decisions. Marketing graduates may work in business, government, or non-profit organizations. Those who major in marketing are prepared to enter a wide variety of career fields; these include personal selling, retailing, public relations, advertising, direct marketing, marketing research, and marketing management.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN MARKETING: 5 COURSES.

- **MKT 301**
- **MKT 401**
- **MKT 402**
- Choose two of the following: **MKT 302, 304, 305, 306, 308, 370, or 371.**

Junior standing is a prerequisite for 300- and 400-level courses. Marketing internships (MKT 360, 365, 460 and 465) and co-ops (MKT 350, 450) count as electives and cannot be counted toward required courses for the major.

■ REQUIRED FOR MINOR IN MARKETING FOR NON-BUSINESS MAJORS**: 6 COURSES

- **BUS 100**
- **ECN 150**
- **BUS 204**
- One course from the following: **BUS 101, BUS 203, BUS 205**
- Two courses from the following: * **MKT 301, 302, 305, 306, 308, 370 or 371**

* Successful completion of BUS 204 and junior or senior standing are required for all 300- or 400-level Marketing courses and some courses have additional prerequisites.

Junior standing is a prerequisite for 300- and 400-level courses.

** Business majors cannot receive a minor in Marketing. Business majors desiring to have more than one business concentration should pursue dual business majors.

COURSE DESCRIPTIONS

MKT 301 (F, S)

PERSONAL SELLING

3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.

MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measure-

ment of promotional effectiveness; and advertising departments and agencies. Prerequisite: BUS 204 or equivalent.

MKT 303

SALES MANAGEMENT

3 credits

The activities of a sales manager in directing and controlling a sales force; recruiting, selecting, training, compensating, motivating, and supervising sales personnel; establishment of sales territories, quotas, and budgets. Prerequisite: BUS 204.

MKT 304

BUSINESS TO BUSINESS MARKETING

3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. Prerequisite: BUS 204.

MKT 305 (S)

INTERNATIONAL MARKETING

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. The Spring course is travel-study and requires permission of the instructor. Prerequisite: BUS 204.

MKT 306

INTERNET MARKETING

3 Credits

The course examines the foundation, operation and implications of the Internet and digital economy. Topics include: Internet technologies, online market mechanisms, interactive customers, knowledge-based products, smart physical products and services, pricing in the digital economy, online auctions and e-marketplaces, digital governance, policies for the Internet economy and an outlook for the new economy. Prerequisite: BUS 204

MKT 308 (S) (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING

3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets and their buying behavior are also studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208. MKT 308 is required for dual Finance and Marketing majors.

MKT 350 (Summer)

COOPERATIVE EDUCATION I

3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op does not count as a required

course in the major, but is counted as an elective. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

MKT 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MARKETING
3 credits

Part-time, generally non-paid, employment in a cooperating firm to provide on-the-job training. Interns are supervised by a manager in the sponsoring firm and by a faculty member. Internships require a minimum of 12 hours per week and include written assignments submitted to the supervising faculty member. Positions must be approved by the Marketing Department chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. Internships do not count as required courses in the major, but are counted as electives. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: BUS 204, at least one upper-level marketing course, and a 2.5 G.P.A.

MKT 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN MARKETING
3 credits

Full-time paid employment in a cooperating firm to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. A co-op does not count as a required course in the major, but is counted as an elective. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: BUS 204 and at least one upper-level marketing course.

MKT 370 (F, S)

SPECIAL TOPICS
3 credits

Designed to address contemporary issues and interests in Marketing. Such topics as Supply Chain Management, Retailing and Managing Customer Relationships will be offered in various semesters. Prerequisite: BUS 204.

MKT 371

CONSUMER BEHAVIOR
3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process. Prerequisite: BUS 204.

MKT 401 (F, S)

MARKETING RESEARCH
3 credits

The use of scientific method in the solution of specific marketing problems and in the conduct of general market research studies: methods of marketing research, gathering data, tabulation and analysis, interpretation of results, and report presentation. Prerequisites: BUS 204, BUS 202.

MKT 402 (F, S)

MARKETING MANAGEMENT
3 credits

As the capstone course for marketing majors, integrates all other marketing courses. Includes a study of actual business cases employing a managerial approach to marketing. Emphasizes decision making and strategy development in marketing under rapidly changing market conditions. Prerequisites: All other required marketing courses for the major or permission of the instructor.

MKT 450 (F, S)

COOPERATIVE EDUCATION II
3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or during the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op does not count as a required course in the major, but is counted as an elective. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

RISK MANAGEMENT AND INSURANCE MINOR

FACULTY

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., A.R.M., Finance Department

Associate Professor: Ambrose

Assistant Professor: McNichol

REQUIREMENTS

Six courses are required for the Minor in Risk Management and Insurance, and must be taken from the following two groups:

- **RMI 301, 313, 314, 420**, or Internship.
- **BUS 101, 202, 208**, or **303**.

Business majors are required to take 4 RMI courses; Non-business majors are required to take at least 3 RMI courses. Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

RMI 301 (F)

FUNDAMENTALS OF RISK AND INSURANCE
3 credits

Introduction to the underlying principles, practices, and the legal aspects of insurance; discussion of industry structure and company operations; survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

RMI 313 (S)**EMPLOYEE BENEFIT PLANNING**

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: RMI 301 or permission of Program Coordinator and BUS 208.

RMI 314 (F)**RISK MANAGEMENT**

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques including finance and control techniques from a holistic perspective. Same as FIN 314. Prerequisites: RMI 301 or permission of Program Coordinator, BUS 202, BUS 208.

RMI 350 (Summer)**COOPERATIVE EDUCATION I**

3 credits

The first work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately four-month assignment in a cooperating firm, taken during the summer after sophomore year. Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

RMI 360, 460 (F, S, Summer)**PART-TIME INTERNSHIP IN RISK MANAGEMENT**

3 credits

Part-time, generally non-paid employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Experiential Education Adviser in the RMI Program for registration information. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: BUS 206 or BUS 208 or RMI 301.

RMI 365, 465 (F, S, Summer)**FULL-TIME INTERNSHIP IN RISK MANAGEMENT**

3 credits

Full-time paid employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Experiential Education Adviser in the RMI Program for registration information. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisite: BUS 206 or BUS 208 or RMI 301.

RMI 420 (S)**FINANCIAL MANAGEMENT OF THE INSURANCE FIRM**

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company operations. Statutory Accounting Principles are studied. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as FIN 420. Prerequisites: RMI 301 or permission of Program Coordinator and BUS 202, 206 and 208.

RMI 450 (F, S)**COOPERATIVE EDUCATION II**

3 credits

The second work experience of students in the Business Scholars Co-op Program. This is a full-time, paid, approximately eight-month assignment in a cooperating firm, taken during the spring of junior year through the summer after junior year (Schedule A) or the summer after junior year through the fall of senior year (Schedule B). Involves job-related learning under faculty supervision. The position is arranged through the Director of the program. A co-op counts as an elective and not as a course in the major. Prerequisites: Successful completion of all academic and co-curricular requirements of the Business Scholars Co-op Program.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**



LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

MISSION

Consistent with Lasallian values, the Mission of the School of Nursing and Health Sciences is to provide excellent education programs to develop culturally and clinically competent, caring nursing and health science professionals and to prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

VISION

The La Salle University School of Nursing and Health Sciences will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The School will provide educational and service programs for the health care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The Faculty of the School will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

NURSING PROGRAMS

GOAL

The goal of the Nursing Programs at La Salle University is to educate diverse students so that they provide culturally competent, professional nursing services.

MISSION

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

VISION

Nursing Programs lead in the development of curricula that are based on the health needs of populations and mobilize resources for the welfare of vulnerable and underserved people. Nursing Programs implement educational and service activities, meeting the health care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in agency partnerships. Nursing Faculty carry out programs of teaching-learning, research, scholarship, service, leadership, and practice that promote the health of people and society.

PHILOSOPHY FOR NURSING PROGRAMS

Nursing Programs and services promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations. Nursing is an art, science, and profession in which relationships between nurses and those cared for are essential. The roles of the nurse include direct and

indirect caregiver, advocate, collaborator, teacher, leader, manager, coordinator, researcher, consultant, and administrator.

The foundation of professional education for basic and advanced nursing includes humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The programs use systems theory that views health as an ever-changing state.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of cared for individuals, families, groups, communities and populations. Nurses recognize that the greatest potential for healing lies within the person. Nurses' primary focus is improving human responses to health and illness.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource of learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Faculty believe that students have the potential to develop as leaders, responsive to persons served and concerned with their welfare. Students develop as ethical, caring, practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

UNDERGRADUATE NURSING PROGRAM

La Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the National Council Licensure Examination (state board nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time, 125-credit program leading to the B.S.N. provides the student with a strong foundation in the liberal arts and biological sciences in preparation for 13 nursing major courses, eight of which include clinical practice components in a variety of health-care settings.

PURPOSE OF THE UNDERGRADUATE NURSING PROGRAM

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses for entry into professional practice who demonstrate leadership when responding to the changing health-care needs of individuals, families, groups, communities, and populations in a diverse society, who affect change in health-care and community systems, and who are prepared for graduate study.

LEARNING GOALS OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span.
3. Use clinical judgment and decision-making skills when evaluating the health status of individuals and families and their response to health care.
4. Demonstrate assessment, technical, and communication skills when providing, coordinating, collaborating, and managing nursing care given to individuals, families, groups, communities, and populations across various environments and health-care delivery systems.

5. Provide safe nursing care to address complex needs of patients and care-givers throughout the course of illness, recovery, and rehabilitation.
6. Initiate partnerships with patients, families, communities, and health-care professionals to promote health and prevent disease.
7. Evaluate nursing and health-care services based on ethical, legal, and professional practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health-care delivery systems, particularly to insure quality care for vulnerable and underserved populations.

The program is designed for students entering from high school who have selected nursing as a career, transfer students, adult students who are seeking a second undergraduate degree or career change, and students who have completed liberal arts/science pre-nursing requirements. (Please see the evening/weekend section of this catalog for a description of the Achieve Program options at both the Bucks County Center and Main Campus).

ACCREDITATION

La Salle University's B.S.N. program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

CLINICAL EXPERIENCES

La Salle's School of Nursing and Health Sciences has established strong ties with a number of hospitals and other health-care facilities in the Philadelphia area. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Fox Chase Cancer Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Fairmount Behavioral Health, Friends Hospital, Shriner's Hospital for Children, Girard Medical Center, Holy Redeemer Hospital and Medical Center, Jeannes Hospital, Temple Children's Hospital, Thomas Jefferson University Hospital, Methodist Hospital, Lanekau Hospital, Lower Bucks Hospital, Paoli Memorial Hospital, St. Joseph's Hospital, Frankford Health System, Torresdale Campus and Bucks Campus, Presbyterian Medical Center/University of Pennsylvania Medical Center, St. Mary Medical Center, Doylestown Hospital, Immaculate Mary Home, Philadelphia Nursing Home, YWCA of Germantown, and Philadelphia public, parochial, and private schools. In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health facility.

NURSING HONOR SOCIETY

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional standards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by application and invitation to nursing students with an academic index of 3.0 (or higher dependent on the G.P.A. of the upper 1/3 of the total class) and above. The society inducts new members once a year.

NATIONAL STUDENT NURSES' ASSOCIATION

The National Student Nurses' Association (NSNA) is a pre-professional organization for nursing students. This organization, which numbers over 300,000 nurses in all levels of nursing education, consists not only at the national level, but at the state level (Student Nurses' Association of Pennsylvania) and at the school/chapter level. La Salle School of Nursing and Health Sciences has a chapter of SNAP. Students learn professional and leadership skills in this organization, and can attend national and state-wide nursing conferences and events. Students are strongly encouraged to join and become involved in NSNA.

MINORITY STUDENT NURSES ASSOCIATION

Minority Student Nurses Association (MSNA) of La Salle University School of Nursing and Health Sciences seeks to enhance the experiences of minority nursing students, while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

ADMISSION TO THE NURSING MAJOR

Before beginning nursing major courses--which are concentrated in the junior and senior years--the student must have earned at least 60 required La Salle University credits in the liberal arts and sciences and have a minimum cumulative G.P.A. of 3.0 and science G.P.A. of 3.0 (Anatomy and Physiology I & II, Microbiology, and Chemistry). Students must earn a grade of "C" or better in developmental psychology and nutrition prior to admission. After having met the above criteria, the Undergraduate Admissions and Academic Standards Committee will review each student's academic file for admission to the nursing major. Students may repeat one science course one time only to earn the science G.P.A. of 3.0. Courses taken at La Salle University for which a student received a failing grade of "D" or "F" may not be repeated elsewhere. A student who withdrew from a course and received a "W" may repeat the course at another college or university with the approval of the Assistant Dean. Students are permitted to change division one time only during their program of studies in the undergraduate program. Students are permitted to withdraw from two nursing courses one time before being required to change majors. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE Program to the Day Program. Nursing major courses consist of 55 credits.

Students should be aware that the School of Nursing and Health Sciences undergraduate nursing grading system is different than that of the general University. Please refer to the School of Nursing and Health Sciences, Undergraduate and Graduate Handbook for details.

The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions, and certain misdemeanor offenses, may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy.

Students with English as a second language are expected to earn a TOEFL computer score of 250 or a paper-based score of 600 and an essay rating of 5.0 or an Internet-based examination total score of 100 (subscores of listening, reading, speaking, and writing).

Students are required to submit the following before entering the clinical settings: cleared criminal record check, cleared child abuse check, history

and physical examination, up-to-date CPR, immunization records, urine for drug screen, and tuberculin testing. Compliance with these requirements are mandatory before acceptance to the nursing major. All compliance paperwork should be submitted together in one packet by July 15. Students must provide their own means of transportation to all clinical sites. Access to a car is highly recommended.

Students should expect additional expenses while in the program, including a clinical laboratory pack, stethoscope, watch with a second hand, public transportation or parking expenses, licensure and NCLEX-RN fees, and a personal digital assistant (PDA) specific to La Salle University specifications.

All students are strongly recommended to purchase notebook computers that are compatible with the La Salle University network systems. Please refer to the Web page for computer specifications.

All senior nursing students are required to attend a NCLEX-RN Review Course prior to taking the NCLEX-RN. Students are expected to meet specific academic NCLEX-RN-related criteria in the senior year before licensure paperwork can be submitted to the nursing state boards

MODEL ROSTER — NURSING PROGRAM

Freshman Year

Fall	Spring
Writing I	Writing II
HSC 114	Religion
Chemistry or Clinical Microbiology	Clinical Microbiology or Chemistry
Philosophy	Sociology
Psychology	Psychology

Sophomore Year

Fall	Spring
Nutrition	History
Fine Arts or Foreign Language	History, Fine Arts, Literature or Foreign Language
Anatomy and Physiology I	Anatomy and Physiology II
Literature	Statistics
Computer Science	Philosophy

Junior Year

Fall	Spring
Nursing 304	Nursing 306 or 310
Nursing 305	Nursing 312
Nursing 307	Nursing 316
Nursing 306 or 310	Religion

Senior Year

Fall	Spring
Nursing 405	Nursing 411
Nursing 408	Nursing 414
Nursing 412	Nursing 416
Elective	

BACHELOR OF SCIENCE IN NURSING PROGRESS RECORD (125 CREDITS)

I. Powers (4 courses)

- A. Writing I¹
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology²
 - **CSC 151** Introduction to Computing Using Packages

- 1 May be waived by decision of the University before beginning course work; then additional elective is required.
- 2 May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
 1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level or 300-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Foreign Language (one of the following four)
 - **ART 151** Visualizing the Sacred
 - **ART 152** Visualizing the Self and Others
 - **MUS 150** The Art of Listening
 - Foreign Language
- F. One of the following
 - **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Nursing Major Requirements (13 courses)

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
3. **NUR 306** Nursing Care of Women and the Childbearing Family
4. **NUR 307** Foundations of Practice
5. **NUR 310** Mental Health of the Individual and the Community
6. **NUR 312** Pharmacology
7. **NUR 316** Care of Older Adults in Health and Illness
8. **NUR 405** Nursing Care of Children and Adolescents
9. **NUR 408** Nursing Research
10. **NUR 411** Public Health Nursing
11. **NUR 412** Care of Chronically Ill Adults
12. **NUR 414** Nursing Management and Leadership
13. **NUR 416** Care of Acutely Ill Adults

V. Elective (2 courses)

1. _____
2. _____

FACULTY

Zane Robinson Wolf, Ph.D., R.N., FAAN, Dean

Professors: Beitz, Wolf, Zuzelo

Associate Professors: Breckinridge, Catanzaro, Peters, Wieland

Assistant Professors: Bicknell, Ehrmann, Frizzell, Gies, Goldberg, Gurmankin, Hoerst, Johnson, Kavanagh, Kinder, Lowenthal, Matecki, Miller, McCoy, Sipe, Strayer, Wilby

Instructors: Grosshauser, King, Lentine, McGovern, Neumeister, Smith, Terrell

Professional Staff:

Mary Dorr, M.S.N., R.N.,
Assistant Dean

Kristin Delay, M.A.,
Coordinator, ACHIEVE Program and L.P.N.-B.S.N. Program

Rose Elliott, M.Ed., B.S.N., R.N.,
Coordinator, Learning Resource Center

Karen Rossi, M.S.N., R.N.,
Coordinator, R.N.-B.S.N. and R.N.-M.S.N. programs

COURSE DESCRIPTIONS

NUR 304 (NEW CURRICULUM)



INTRODUCTION TO PROFESSIONAL NURSING
3 credits

This course stimulates understanding of the nursing profession as a science, art, and career. It explores the role and functions of the nurse and the practice of nursing in the broader health-care system. Students focus on professional nursing practice, levels of practice, and career development. How nurses critically think and orient professional practice in philosophical, theoretical, legal, and ethical foundations is explored. Prerequisites: 60 credits in Arts and Sciences.

NUR 305 (NEW CURRICULUM)



HEALTH ASSESSMENT AND PROMOTION
4 credits

This course highlights assessment of the health status of persons from theoretical and practical perspectives. Emphasis is on physical assessment of body systems, health promotion and self-care activities, prevention of disease, and teaching interventions used to provide care to healthy persons across the life span. Students learn the contribution of a health history and the practice of physical assessment for healthy clients in the context of health promotion and evaluation. Health assessment and promotion activities are practiced. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits of Arts and Sciences.

NUR 306 (NEW CURRICULUM)



NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
4 credits

The focus of this course is health assessment and health promotion for the childbearing family in diverse health-care settings. Emphasis is placed on the application of theoretical principles including family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings are emphasized. Students apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Nursing plans of care reinforce the problem-solving approach

useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

NUR 307 (NEW CURRICULUM)



FOUNDATIONS OF PRACTICE
5 credits

This course uses a systems theory framework to assist students to view the health-care needs of patients requiring health-maintenance services. Clinical experiences focusing on the nursing process, patient safety issues, and interventions for geriatric patients are provided in secondary and tertiary health-care settings. Traditional and holistic approaches to patient care are emphasized as well as the contributions of informatics to the care of patients. Students demonstrate common nursing skills in the campus laboratory and health-care agencies. Includes: Three hours of class and six hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

NUR 309 (S)



NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
5 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 304, NUR 305 and NUR 307.

NUR 311 (S)

NURSING CARE IN CHRONIC ILLNESS
5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 312 (S)

PHARMACOLOGY
3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 316 (NEW CURRICULUM)CARE OF OLDER ADULTS IN HEALTH AND ILLNESS
5 credits

Students investigate the impact of chronic illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, and psychosocial changes affecting chronically ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore the health of older adults. Safety principles are highlighted. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: NUR 304, 305, 306, or 310, and 307.

NUR 403 (F)MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY
5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of **Healthy People 2010**, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 304, NUR 305, NUR 307, NUR 309, NUR 311, NUR 312.

NUR 405 (NEW CURRICULUM)NURSING CARE OF CHILDREN AND ADOLESCENTS
5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective, emphasizing the developmental needs of children and adolescents. Students use the nursing process aimed at maintaining health through the illness experience of young patients and their families in secondary and tertiary settings. Risk-reduction strategies in the **Healthy Children/Youth 2010** documents are explored. Health promotion and primary care of children and adolescents are discussed. Prerequisites: NUR 304, 305, 306, 307, 310, 312, and 316.

NUR 408 (NEW CURRICULUM)NURSING RESEARCH
3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and NUR 300-level nursing courses.

NUR 409 (S)NURSING CARE IN ACUTE ILLNESS
5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. This course includes an intensive 6 day clinical experience at the end of the course to enhance the transition

into the professional nursing role. Prerequisite: all 300 level nursing courses and NUR 403, NUR 405 and NUR 408.

NUR 411 (NEW CURRICULUM)PUBLIC HEALTH NURSING
5 credits

This course expands the theoretical and experiential foundations of population-based nursing. **Healthy People 2010** frames the epidemiological approach to population-based care. Emphasis is placed on applying the nursing process to primary and secondary disease prevention interventions for vulnerable and underserved populations. Historical, political, economic, social, psychological, and cultural factors that promote and constrain aggregate health are examined along with contemporary health issues. Health-care strategies, population-level interventions, and community resources are identified. Varied clinical opportunities support community-oriented practice and public health approaches in selected agency and community sites. Prerequisites: NUR 304, 305, 306, 307, 310, 312, 316, and 408.

NUR 412 (NEW CURRICULUM)CARE OF ADULT PATIENTS WITH CHRONIC ILLNESS
5 credits

In this course, students investigate the impact of chronic illnesses on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: All NUR 300-level nursing courses.

NUR 414 (NEW CURRICULUM)NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE
4 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Awareness of interdisciplinary standards. Analyze the effect of JCAHO and other institutional bodies on safe patient care as it effects in a variety of settings.

NUR 416 (NEW CURRICULUM)CARE OF ACUTELY ILL ADULTS
5 credits

This course delineates principles and practices specific to the nursing care of acutely ill adult patients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Prerequisites: All 300-level nursing courses and NUR 405, 408, and 412.

HSC 217STATISTICS FOR HEALTH PROFESSIONALS
3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in nursing and allied health

research will also be provided. As part of this course, the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

NURSING ELECTIVES

NUR 462

THE PERIOPERATIVE NURSING SYSTEM

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client/family communication, priority determination/resource management, and health care trends.

NUR 463

ADVANCED CONCEPTS IN PERIOPERATIVE NURSING

NUR 463, an elective course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462

NUR 464

ETHICS IN NURSING PRACTICE

Ethics in Nursing Practice is designed to provide the foundation for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

NUR 465

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles on consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

NUR 466

GENETICS IN CLINICAL PRACTICE

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

NUR 467

CARING THEORY, CARING PRACTICE

3 Credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are also analyzed.

HEALTH SCIENCE MINOR COURSES

HSC 114

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS

3 credits



This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climactic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE

3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

HSC 271

THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION

1 credit

Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

HSC 361**HEALTH COMMUNICATION: A MULTIMEDIA APPROACH**

3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

HSC 389**THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES**

3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their world view. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

HSC 407**STRESS AND HEALTH**

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416/516**URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 424**LACTATION PROMOTION AND MANAGEMENT**

3 credits



The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding.

HSC 434**WOMEN'S HEALTH CONCERNS**

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

HSC 451**UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN**

3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

HSC 493**HOLISTIC HEALTH APPROACHES I**

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

NUTRITION

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food management, and research. La Salle offers students two options for the Bachelor of Science: a Didactic Program in Nutrition or a Coordinated Program in Dietetics.

The Didactic Program in Nutrition prepares students for post-baccalaureate dietetic internships and offers opportunities for focused electives or for a minor area of study to match a student's interests or career goals. Electives may also be used to take additional courses to prepare for graduate study in other health sciences, such as medicine, physician's assistant, physical therapy, and others. Graduates work to promote health and wellness within communities and have employment opportunities in public health agencies (government and private), food service facilities, and businesses.

The Coordinated Program in Dietetics prepares students to be eligible to become Registered Dietitians immediately after graduation by incorporating supervised practice experiences across the senior year. The dietetic internship contains a minimum of 900 hours of supervised practice in clinical and community nutrition and food service management. To obtain the Registered Dietitian credential, the student must pass a national examination administered by the Commission on Dietetics Education of the American Dietetic Association after graduation. Registered Dietitians are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals and community health organizations. They are also employed by food companies, service management companies, and other businesses.

BACHELOR OF SCIENCE IN NUTRITION: DIDACTIC PROGRAM IN NUTRITION

The Mission of the La Salle University Didactic Program/Bachelor of Science in Nutrition is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent nutrition-related disease, integrate research into practice, and enable graduates to assume careers as nutrition professionals or pursue careers as registered dietitians.*

LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning.
4. Utilize technical skills and knowledge of health behavior when providing nutrition recommendations to individuals across the lifespan.
5. Identify strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Assist food management functions in business, health-care, community, and institutional arenas.
7. Utilize professional skills and standards to provide nutrition services in multidisciplinary settings.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Didactic Program in Nutrition is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x-5400, cade@eatright.org*.

* Students who wish to pursue the Registered Dietitian credential must complete an accredited dietetic internship program following completion of the Didactic Program in Nutrition and a baccalaureate degree. Further information on eligibility requirements for becoming a Registered Dietitian can be obtained at the Commission on Dietetic Registration (www.cdmnet.org).

BACHELOR OF SCIENCE IN NUTRITION: COORDINATED PROGRAM IN DIETETICS

The Mission of the La Salle University Coordinated Program in Dietetics/Bachelor of Science in Nutrition Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent and treat nutrition-related disease, integrate research into practice, and enable graduates to assume careers as registered dietitians*.

LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning for clinical, community, and food service application.
4. Apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities and their response to nutrition intervention.
5. Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Perform food management functions in business, health-care, community, and institutional arenas.
7. Practice state-of-the-art nutrition care in collaboration with other health-care providers in multidisciplinary settings within the bounds of ethical, legal, and professional practice standards.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Coordinated Program in Dietetics is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x-5400, cade@eatright.org*.

*Graduates are qualified to sit for the Registration Examination for Dietitians after successful completion of the Coordinated Program in Dietetics.

STUDENT NUTRITION ORGANIZATION

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service projects for students, faculty, and staff of La Salle University and its surrounding community.

ADMISSION TO THE NUTRITION MAJOR

ADMISSION TO THE DIDACTIC PROGRAM IN NUTRITION

Application for admission of all full-time beginning students, transfer students, and non-degree post-baccalaureate students is made through the Office of Admission of the Day Division of La Salle University (www.lasalle.edu or 215-951-1500). The candidate's credentials are evaluated in the Admission Office, and the candidate is interviewed by an Admission Office Counselor. Candidates must meet admission criteria established by the University. Once accepted, all students are referred to the Nutrition Programs Director for advising.

Application for admission for all part-time post-baccalaureate students is made through the College of Professional and Continuing Studies of La Salle University (www.lasalle.edu or 215-951-1234). The candidate's credentials are evaluated by the Office of Adult Enrollment and must meet admission criteria established by the University. The candidate meets with an enrollment counselor in the Office of Adult Enrollment and is referred to the Nutrition Programs Director for advising.

ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS

Students who seek admission to the Coordinated Program in Dietetics must first apply to the Didactic Program as described above.

Admission requirements for the CP areas follows:

1. Admission to the Coordinated Program occurs at the beginning of the spring semester of junior year for full-time degree and non-degree students, and at the beginning of the spring semester for part-time, non-degree students who have completed the prerequisites in #4 below.
2. All full-time and part-time students must state their intention to be considered for the CP program by December 1 of each year. Offers will be made for CP program enrollment by January 21 and students must accept or decline the offer by January 31.
3. Preferences for CP admission are as follows if students otherwise meet all entrance criteria:
 - a. All full-time degree students will receive first preference and are currently guaranteed admission to the CP if all admission criteria are met.
 - b. Full-time non-degree students who have received a B.S. in Nutrition from La Salle will receive second preference.
 - c. Full-time non-degree students who have received a B.A./B.S. from another institution will receive third preference.
 - d. Part-time non-degree students will receive fourth preference for any remaining enrollment slots.
 - e. Note: Students other than full-time degree students are not guaranteed admission to the CP even if admission criteria are met if the number of students applying is more than the approved available slots (currently 15).
4. Admission to the Coordinated Program requires the following:
 - a. All students must have:
 - i. completed English composition (I and II), statistics, computer science, public speaking, psychology, economics, and all science and nutrition prerequisites.
 - ii. a cumulative G.P.A. of 2.75.
 - iii. a science G.P.A. of 2.75 (Anatomy and Physiology I & II, Chemistry for the Life Sciences, Organic Chemistry for the Life Sciences).
 - iv. a C or better in all science and nutrition courses
 - v. a B or better in Medical Nutrition Therapy I and II*
 - b. Full-time degree students can have no more than three credits outstanding in Core courses (Patterns of Meaning) to enter the CP.
 - c. All full-time non-degree and part-time non-degree students who apply for the coordinated program must complete 12 credits in the Didactic Program at La Salle University, including the following courses:
 - i. Medical Nutrition Therapy I and II*
 - ii. Nutrition Education and Counseling**
 - iii. Capstone in Nutrition***

*All students may take Medical Nutrition Therapy (MNT) II after applying to the CP. MNT II must be completed with satisfactory performance (B or better) to begin practicum courses.

**Full-time and part-time non-degree students must take Nutrition Education and Counseling before applying to the CP. Full-time degree students may take Nutrition Education and Counseling during the CP.

***All students may take the Capstone in Nutrition during the CP.

MINOR IN NUTRITION

A minor in Applied Nutrition or Nutrition Science is available to any undergraduate day student in the University.

★ REQUIRED FOR A MINOR IN APPLIED NUTRITION:

- CHM 161
- BIO 161 and BIO 162 or BIO 210
- NUTR 165
- NUTR 200
- 2 additional courses from the 300/400 level
(These must be approved by the Nutrition Program Director)

★ REQUIRED FOR A MINOR IN NUTRITION SCIENCE

- BIO 220
- NUTR 165
- NUTR 200
- 3 additional courses from the 300/400 level
(these must be approved by the Nutrition Program Director)

(PLEASE NOTE: COLLEGE CHEMISTRY IS A PREREQUISITE FOR THE NUTRITION SCIENCE MINOR.)

MODEL ROSTER --- DIDACTIC PROGRAM IN NUTRITION

Freshman Year

Fall	Spring
College Writing I (ENG 107)	College Writing II (ENG 108)
Public Speaking (COM 150)	Chemistry of the Life Sciences (CHM 161)
Anatomy and Physiology I BIO 161	Anatomy and Physiology II BIO 162
Religion 150 or 153	Principles of Nutrition (NUTR 165)
Introduction to Computers Using Packages (CSC 151)	Philosophy 151 or 152

Junior Year

Fall	Spring
Management in Nutrition and Dietetics (NUTR 310)	Quantity Food Prod. / Mgmt. (NUTR 320)
Clinical Microbiology BIO 163	Medical Nutrition Therapy II (NUTR 342)
Professional Practice in Nutrition (NUTR 340)	Intro. to Macroeconomics (ECN 150)
Medical Nutrition Therapy I (NUTR 341)	History 151
Elective	Elective

Sophomore Year

Fall	Spring
Organic Chemistry for Life Sciences (CHM 262)	Biochemistry for Life Sciences (CHM 263)
Literature (ENG 150)	Food Science (NUTR 230)
Life Cycle Nutrition (NUTR 200)	Community Nutrition (NUTR 300)
Introduction to Psychology (PSY 155)	Statistics for Health Sciences (HSC 217)
Elective	Elective

Senior Year

Fall	Spring
Nutrition Education/Counsel (NUTR 420)	Food and Culture (NUTR 441)
Special Topics in Nutrition (NUTR 470)	Capstone in Nutrition (NUTR 440)
Religion (any 200-level)	Literature, History, Fine Arts, or Foreign Language
Fine Arts or Foreign Language	Philosophy (any 200-level)
Elective or NUTR 460/480	Elective or NUTR 460/480

BACHELOR OF SCIENCE — DIDACTIC PROGRAM IN NUTRITION PROGRESS RECORD

I. Powers

- A. Writing I
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding

- A. Natural Science
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for Life Sciences
 6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
 1. **ECN 150** Introduction to Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
 - _____

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science

4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 340** Introduction to Professional Practice in Nutrition
7. **NUTR 320** Quantity Food Production and Management
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 420** Nutrition Education and Counseling
11. **NUTR 440** Capstone in Nutrition
12. **NUTR 470** Special Topics in Nutrition
13. **NUTR 441** Food and Culture

V. Electives (5 courses)

1. _____
2. _____
3. _____
4. _____
5. _____

MODEL ROSTER — COORDINATED PROGRAM IN DIETETICS

Freshman Year

Fall

College Writing I (ENG 107)
Public Speaking (COM 150)
Anatomy and Physiology I
(BIO 161)
Religion 150 or 153
Introduction to Computers
Using Packages (CSC 151)

Spring

College Writing II (ENG 108)
Chemistry of the Life Sciences
(CHM 161)
Principles of Nutrition
(NUTR 165)
Anatomy and Physiology II
(BIO 162)
Philosophy 151 or 152

Junior Year

Fall

Global History to 1500
(HIS 151)
Professional Practice in Nutrition
(NUTR 340)
Medical Nutrition Therapy I
(NUTR 341)
Management in Nutrition and
Dietetics
(NUTR 310)
Clinical Microbiology
(BIO 163)

Spring

Quantity Food Prod. / Mgmt.
(NUTR 320)
Intro. to Macroeconomics
(ECN 150)
Medical Nutrition Therapy II
(NUTR 342)
Philosophy (any 200-level)
Literature, History, Fine Arts,
Foreign Language

Sophomore Year

Fall

Literature 150
or ENG 150
Organic Chemistry for Life Sciences
(CHM 262)
Life Cycle Nutrition
(NUTR 200)
Introduction to Psychology
(PSY 155)
Religion (any 200-level)

Spring

Biochemistry for Life Sciences
(CHM 263)
Food Science
(NUTR 230)
Community Nutrition
(NUTR 300)
Statistics for Health Sciences
(HSC 217)
Fine Arts or Foreign Language

Senior Year

Fall

Nutrition Education/Counsel
(NUTR 420)
Practicum - Med Nutr Ther I
(NUTR 401)
Practicum -
Community Nutr I
(NUTR 410)

Spring

Capstone in Nutrition
(NUTR 440)
Practicum - Med Nutr Ther II
(NUTR 402)
Practicum -
Community Nutr I
(NUTR 411)

BACHELOR OF SCIENCE — COORDINATED PROGRAM IN DIETETICS PROGRESS RECORD

I. Powers

- A. Writing I
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding

- A. Natural Science
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for the Life Sciences
 6. **CHM 263** Biochemistry for the Life Sciences
- B. Social Science
 1. **ECN 150** Introduction to Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
 - _____
 - _____

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Production and Management
7. **NUTR 340** Introduction to Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 401** Practicum in Medical Nutrition Therapy I
11. **NUTR 402** Practicum in Medical Nutrition Therapy II
12. **NUTR 410** Practicum in Community Nutrition I
13. **NUTR 411** Practicum in Community Nutrition II
14. **NUTR 420** Nutrition Education and Counseling
15. **NUTR 430** Practicum in Food Service Management
16. **NUTR 440** Capstone in Nutrition

FACULTY

Jule Anne Henstenburg, MS, RD, CSP, LDN, Didactic Program in Nutrition and Coordinated Program in Dietetics Director

Elizabeth A. Emery, MS, RD, CNSD, LDN, Assistant Professor

Susan E. Adams, MS, RD, LDN, Assistant Professor

COURSE DESCRIPTIONS

NUTR 165

PRINCIPLES OF NUTRITION

3 credits

Basic knowledge of food nutrients; functions, interactions and balance of carbohydrates proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. 3 hours lecture. Required for all subsequent nutrition courses.

NUTR 200 (F)

LIFE CYCLE NUTRITION

3 credits

Details human nutritional needs for health maintenance and disease prevention during pregnancy, lactation, infancy, early and middle childhood, adolescence, adulthood, and older adulthood. Three-hour lecture. Prerequisite: NUTR 165 and BIO 161.

NUTR 230

FOOD SCIENCE

3 credits

Chemical and physical properties of food, principles of food selection consumer trends, meal planning, methods and techniques of food preparation, sensory evaluation of food, menu development, food safety. Prerequisites: NUTR 165, CHM 161

NUTR 300 (S)

COMMUNITY NUTRITION

3 credits

Illustrates the role of nutrition in health promotion and disease prevention through the examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, national, and international communities. Three-hour lecture. Prerequisites: NUTR 165 and 200 and BIO 161-162.



NUTR 310 (F)

MANAGEMENT IN NUTRITION AND DIETETICS

3 credits

General and food management principles, including methodology, cost-effectiveness, personnel, labor law, materials, financial and strategic management, marketing, teamwork, and leadership. Three-hour lecture. Prerequisite: NUTR 165 and NUTR 230.

NUTR 320 (S)

QUANTITY FOOD PREPARATION AND MANAGEMENT SYSTEMS

3 credits

Management systems and procedures used in quantity food production; menu planning; recipe standardization; purchase, receipt, and storage of food and supplies; facility design, equipment, and materials; financial

management; food safety and sanitation. Three-hour lecture. Prerequisite: NUTR 165, 230, and 310.

NUTR 340 (F)

PROFESSIONAL PRACTICE IN NUTRITION

3 credits

Explores the roles of nutrition professionals within the broader health-care system with an emphasis on how registered dietitians collaborate with other health professionals to provide comprehensive care. The course explores the concepts of critical thinking in the context of clinical, community, and food service management and emphasizes philosophical, legal, and ethical bases for professional practice. Prerequisites: NUTR 165, 200, and 300.

NUTR 341

MEDICAL NUTRITION THERAPY I

4 credits

Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular, and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. 3 hours lecture, 1 hour lab. Prerequisite: NUTR 165, 200, BIO 161-162, CHM 161.

NUTR 342

MEDICAL NUTRITION THERAPY II

4 credits

Continuation of Medical Nutrition Therapy I: Pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; nutrition assessment, care-planning, and documentation; nutrition support systems and alternate feeding methods; food allergy and intolerance; nutrient/drug interactions. Course material will cover disorders of the gastrointestinal, immune, respiratory, cardiovascular, endocrine, renal, neuromuscular, and skeletal systems, inborn errors of metabolism, energy imbalance, eating disorders, and pediatrics. 3 hours lecture, 1 hour lab. Prerequisites: NUTR 165, 200, 341, BIO 162-162, CHM 161.

NUTR 401 (F)

PRACTICUM IN CLINICAL NUTRITION I

6 credits

Application of nutrition knowledge in the solution of problems related to disease. Students will assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, and develop care plans for individuals in acute and long-term care environments. Under the supervision of a Registered Dietitian, students will carry out basic nutrition interventions. Course will consist of assigned readings, discussions, and practical experience experiences (16 hours per week) in hospitals, medical centers, and long-term care facilities. Prerequisites: NUTR 165, 200, 230, 300, 310, 320, 341, and 342; BIO 161-162; CHM 161, 262, and 263.

NUTR 402 (S)

PRACTICUM IN CLINICAL NUTRITION II

6 credits

Students will utilize skills in nutrition assessment, planning, implementation, and evaluation in the nutritional care of assigned patients in acute, ambulatory, and long-term care settings. Continued emphasis on the development of professional, educational, and counseling skills culminating in students' ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal,

cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The implementation of nutritional care strategies as influenced by economic and regulatory issues will be highlighted. Course consists of assigned readings, discussions, and practical experiences (16 hours per week) in hospitals, medical centers, and long-term care facilities. Two hours of lecture, 16 hours of practicum. Prerequisites: NUTR 165, 200, 230, 300, 310, 320, 340, 341, 342, and 401; BIO 161-162; CHM 161, 262, and 263.

NUTR 410 (F)

PRACTICUM IN COMMUNITY NUTRITION I

6 credits

Application of nutrition principles to needs at various stages of the life cycle with an emphasis on health promotion and disease prevention. Students will utilize screening and assessment skills to determine the health and nutritional needs of individuals and groups in community settings. Under the supervision of a nutrition professional, students will participate in nutrition counseling sessions and education programs in home health-care agencies, schools, hospital community education departments, health organizations, and government agencies and programs. Course will include assigned readings, discussions, a community nutrition education project, and eight hours of practical experience per week in community health settings. Two hours of lecture, eight hours of practicum. Prerequisites: NUTR 165, 200, 230, 300, 310, 320, 340, 341, and 342; BIO 161-162; CHM 161, 262, and 263.

NUTR 411 (S)

PRACTICUM IN COMMUNITY NUTRITION II

6 credits

Practical experience in nutrition program planning, implementation, and management in schools, government agencies, and health organizations within the Philadelphia region. Continued emphasis on professional skills that allow students to function independently in community programs. Course will consist of assigned readings, discussions, and a project that addresses the nutrition problems and needs of a sub-population within the Philadelphia community, and eight hours per week of practical experience in community health settings. Two hours of lecture, eight hours of practicum. Prerequisites: NUTR 165, 200, 230, 300, 310, 320, 340, 341, 342, and 410; BIO 161-162; CHM 161, 262, and 263.

NUTR 420 (F)

NUTRITION EDUCATION AND COUNSELING

3 credits

Counseling and education theories; counseling and communication strategies for effective behavior change; educational strategies for teaching nutrition to groups and individuals, including media use and creation of nutrition education materials. Three hours of lecture. Prerequisites: NUTR 165, 200, and 300.

NUTR 430 (Summer)

PRACTICUM IN FOOD SERVICE MANAGEMENT

3 credits

Practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. Course will consist of assigned readings and discussions with 32 hours of practical experience and two hours of lecture per week for 10 weeks. Prerequisites: NUTR 165, 200, 230, 300, 310, 320, 340, 341, and 342; BIO 161, 162, and 163; CHM 161, 262, and 263.

NUTR 440 (S)

CAPSTONE IN NUTRITION

3 credits

Emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research. Students will write a research paper and present an oral seminar utilizing peer-reviewed journals. Prerequisites: NUTR 165, 200, and 300; HSC 217.

NUTR 441

FOOD AND CULTURE

3 credits

History of food and culinary traditions; illustration of cultural aspects of food within regional and ethnic groups within the US including religious practices and health beliefs; traditional and contemporary factors affecting cultural food practices. 3 credits lecture. Prerequisites: NUTR 165. Recommended: NUTR 230.

NUTR 460 (F, S, Summer)

NUTRITION EXTERNSHIP

3 credits/Elective only

Field work under the supervision of a nutrition professional and faculty member. Permission of the Director required. Hours to be arranged.

NUTR 470

SPECIAL TOPICS IN NUTRITION

3 credits

Periodically, a course will be offered that provides an in-depth examination of a topic of interest in current nutritional research. Students may be asked to write a library research paper(s) and present a seminar. Prerequisites: NUTR 165, 200, 300.

NUTR 480-481 (F, S)

NUTRITION RESEARCH

3 credits

Individual laboratory or theoretical work under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

HEALTH SCIENCE MINOR

The purpose of this interdisciplinary minor is to educate students about the health problems of citizens residing in urban environments and related health topics. Public health concepts orient the urban health courses in the minor. Health-focused, service learning programs are provided through the La Salle Neighborhood Nursing Center. The urban health focus of some courses illustrates a commitment to urban health care for underserved and vulnerable populations and reflects the Lasallian mission of humanistic Catholic Christian education.

To minor in Health Science, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level, no more than two may be at the 100 level, and the remaining two or three may be at the intermediate level.

REQUIREMENTS

Courses

HSC 114, HSC 223, HSC 217, HSC 361, HSC 389, HSC 424, HSC 434, HSC 451, HSC 493, HSC 416/516, SLH 102, SLH 201, SLH 409, SOC 309, NUTR 300, SWK 310

COURSE DESCRIPTIONS

HSC 114

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits



This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climactic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as: lead paint, asthma, and the sinking homes of Logan.

HSC 217

STATISTICS FOR HEALTH SCIENCE PROFESSIONALS
3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE
3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

HSC 271

THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION
1 credit

Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

HSC 361

HEALTH COMMUNICATION: A MULTIMEDIA APPROACH
3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media on consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

HSC 389

THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES
3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their world view. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

HSC 407

STRESS AND HEALTH

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416/516

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well

being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive family health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 424

LACTATION PROMOTION AND MANAGEMENT

3 credits



The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene and evaluate normal breastfeeding. They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities. Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

HSC 434

WOMEN'S HEALTH CONCERNS

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

HSC 451

UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN

3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

HSC 493

HOLISTIC HEALTH APPROACHES I

3 credits

This course explores the philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual within one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in

this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

SLH 102

INTRODUCTION TO COMMUNICATION DISORDERS

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

SLH 201

INTRODUCTION TO SIGN LANGUAGE

3 credits

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

SLH 409

MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS

3 credits

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech language and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of language, fluency, voice, neurogenic, and hearing disorders among culturally and linguistically diverse groups are discussed.

SOC 309

HEALTH, HEALING, AND HEALTH CARE

3 credits

This course introduces students to the sociological approach to the study of health, illness, healing, and health care. It examines the interpersonal, community, and sociocultural processes in the promotion of health as well as in the prevention and treatment of illness. Besides analyzing health services, health providers, and health care systems in the US, it studies health, healing, and health care from a global perspective. It gives special attention to social policies related to health justice and ethics.

NUTR 300 (5)

COMMUNITY NUTRITION

3 credits



Illustrates the role of nutrition in health promotion and disease prevention through the examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, national, and international communities. Three-hour lecture. Prerequisites: NUTR 165 and 200 and BIO 161-162.

SWK 310

MEDICAID POLICY AND ACCESS TO HEALTH CARE

3 credits

This course provides a comprehensive analysis of Medicaid policy and its impact on access to health care for underserved citizens. The funding

of social and health services is examined as it pertains to urban environments.

UNDERGRADUATE URBAN HEALTH CERTIFICATE

The purpose of the Undergraduate Urban Health Certificate is to provide students the opportunity to develop knowledge and skill pertaining to the health care needs of urban populations. The learning goals of the certificate are to: 1) describe facts, principles, and theories regarding urban health issues; 2) demonstrate proficiency in solving problems for different urban populations through service learning projects; 3) evaluate the interrelationship and contribution of cultural diversity and social, economic, and educational factors to health disparities in urban communities; and to 4) commit to professional and philanthropic work with underserved people.

Students apply to the certificate program by completing an application form and meeting with their academic advisors. They describe their interest in working with urban populations in the application. Students complete three Urban Health Courses in the Health Science Minor. They must successfully complete courses and achieve an overall average of 3.0 for the three courses selected in the Urban Health Certificate Program. The Urban Health Leadership Institute of the School of Nursing awards the certificate. Please refer to the course descriptions in the previous section of this document.

The following table lists the Urban Health courses; required courses are indicated by an “X” for nursing and other majors. Two courses are controlled.

Course	Nursing Major	Other Major
HSC 416/516	X	X
HSC 114		X
HSC 361		
HSC 389		
HSC 451		
NUR 413 or NUR 411	X	

SPEECH-LANGUAGE-HEARING SCIENCE

Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders. The education of speech-language pathologists involves undergraduate course work in speech-language-hearing science and a Master's Degree in Speech-Language Pathology.

La Salle University offers a four-year program leading to a Bachelor of Science in Speech-Language-Hearing Science and a unique five-year program leading to both a Bachelor of Science and a Master of Science. The master's degree is the recognized credential in the field of speech-language pathology and is **required** for national certification, state licensure, and Pennsylvania Teacher Certification for Speech and Language Disabilities. Students entering the five-year program in their freshman year can earn a Bachelor of Science in Speech-Language-Hearing Science and a Master of Science in Speech-Language Pathology in five years. Students who already have a bachelor's degree in communicative sciences and disorders or speech-language-hearing science can apply for admission to the graduate program. Furthermore, those students with an undergraduate degree in a related field can pursue the master's degree after completing undergraduate prerequisite courses. See Pre-SLP Program p.236.

THE PURPOSE OF THE FOUR-YEAR SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM

The four-year Bachelor of Science Program in Speech-Language-Hearing Science provides students with the knowledge base needed to enter a master's program in speech-language pathology. Students acquire principles of biological science, physical science, mathematics, and social/behavioral science, in addition to knowledge of the principles of basic human communication and swallowing processes. Coursework includes the biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases of basic human communication.

MISSION STATEMENT OF THE SPEECH-LANGUAGE-HEARING SCIENCE FIVE-YEAR PROGRAM

La Salle University's Speech-Language-Hearing Science Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in speech, language, and hearing science. Students learn to think critically and communicate effectively are prepared to meet professional credentialing including American Speech-Language-Hearing Association Certification as speech-language pathologists. Students are prepared to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society, as well as, analyze and integrate research, adapt to changes in the profession, and value life-long learning.

GOALS OF THE FIVE-YEAR PROGRAM

The Speech-Language-Hearing Science Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates of this Program will earn a Master of Science degree.

LEARNING OBJECTIVES OF THE FIVE-YEAR PROGRAM

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas including articulation, fluency, voice and resonance, receptive and expressive language, hearing includ-

ing the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards from the Knowledge and Skills Acquisition (KASA) Form (March 2003).

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (IV-G-3)
2. Apply basic biological/physical science, mathematics, and behavioral/social science to the study of communication and swallowing disorders. (IIIA, III-B)
3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (III-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (III-C, III-D)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (III-D, IV-G1a-g; 2a-g)
6. Integrate and demonstrate ethical, legal and professional standards in the provision of speech-language pathology services. (IV-G-3d)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (III-A, III-B, III-C, III-D, IV-G)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (III-C, III-D, IV-G)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (III-C, III-D, IV-G)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (III-C, III-D, IV-G)
13. Practice independently and collaboratively in various health care, and educational systems with appropriate professional manner. (III-A, III-B, III-C, III-D, IV-G)

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

ACCREDITATION

The Master of Science program in speech-language pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 10801 Rockville Pike, Rockville, MD 20852, 301.897.5700. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship Year (CFY), and passing the national examination. Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in 44 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. For more information about the

importance of certification, please contact the American Speech-Language-Hearing Association at 1.800.498.2071 or www.asha.org/membership/certification.

La Salle University's Speech-Language-Hearing Science Program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I Certificate is needed to work in the various school systems in Pennsylvania. Any candidate applying for an Instructional I Certificate must complete all requirements for the Master's Degree in Speech-Language Pathology and is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests: Professional Assessments for Beginning Teachers, administered by the Educational Testing Service. Information about the Praxis Series Tests is available in the Program Director's office (Wister 208). Other states may also require prospective teachers to take these or other examinations. In addition to all of the requirements for completion of the Master's degree, candidates for Instructional I certificates must be recommended by the Speech-Language-Hearing Science Program faculty. Recommendations are predicated upon successful completion of all course requirements with the required Grade Point Average (minimum cumulative G.P.A. of 3.0 and a minimum G.P.A. of 3.0 in SLHS courses). In addition to the SLHS course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full time student teaching practicum (SLH 521).

CLINICAL EXPERIENCES

In accord with ASHA certification requirements, the SLHS Five-Year Undergraduate-to-Graduate Speech-Language-Hearing Science Program has established supervised clinical practicum affiliations with major hospitals and other health care facilities in the greater Philadelphia area including Abington Memorial Hospital, Moss Rehabilitation Hospital, University of Pennsylvania Hospital System, Crozer-Chester Medical Center, Genesis Rehab Services, Cooper Hospital, Chestnut Hill Rehabilitation Hospital, Delaware County Memorial Hospital, Holy Redeemer Hospital, Voorhees Pediatric Facility, Weisman Children's Rehabilitation Hospital, Magee Rehabilitation Hospital, Christiana Care Health System, A.I. Du Pont Hospital for Children, and Frankford Health Systems. School-based clinical affiliations have also been established with local school districts, intermediate units (I.U.), and specialized schools throughout the Delaware Valley. These include the Bucks County I.U., Montgomery County I.U., Delaware County I.U., Colonial I.U., Chester County I. U. , the Educational Services Unit of the Burlington County Special Services School District, Bridgeton Public Schools, Gloucester County Special Services School District, Gloucester City Public Schools, Clarke of Pennsylvania Auditory/Oral Center, Upper Darby School District, Lower Merion School District, Cape Henlopen School District, The Timothy School, Pathway School, Cerebral Palsy of Gloucester and Salem Counties, Devereaux Foundation, Elwyn, Inc.—Non-Public Schools Programs, Pennsylvania School for the Deaf.

The Speech-Language-Hearing Science Program opened the La Salle University Speech-Language-Hearing Community Clinic at St. Francis of Assisi Church in 2003. SLHS students have observational and clinical practicum opportunities at this site while receiving close supervision and instruction from La Salle University faculty members. In addition, starting in 2006, SLHS students have observational and clinical practicum opportunities at the La Salle University Neighborhood Nursing Center as well.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and

graduate students enrolled full- or part-time in the Speech-Language-Hearing Science Program.

ADMISSION

Students interested in pursuing the four-year Bachelor of Science Program or five-year Speech-Language Hearing Science Program leading to a Master of Science degree must apply to the Office of Admission. The Program Director reviews applications. Students who transfer into the SLHS major after the freshman year are not eligible for admission into the five-year program.

PROGRESSION IN THE PROGRAM

All SLHS majors are expected to maintain a minimum cumulative G.P.A. of 3.0 and a G.P.A. of 3.0 in the SLHS major in order to progress into the professional phase (years four and five) of the program. Additionally, SLHS majors may not earn more than two grades below B in SLHS courses and required science courses. A student's academic performance is reviewed throughout the student's enrollment in the program. Students failing to meet these standards are subject to dismissal from the program. Four-year SLHS majors can apply for admission to the five-year SLHS during the second semester of their sophomore year. They will be reviewed for placement in the five-year program at the end of the sophomore year.

MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FIVE-YEAR PROGRAM)**Freshman Year**

Fall	Spring
CSC 151	Writing II (ENG 108)
Writing I (ENG 107)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Literature (ENG 150)	SLH 203
Philosophy or Religion	SLH 211
	HSC 271

Junior Year

Fall	Spring
SPN 101*	SPN 102*
SLH 304	SLH 308
SLH 306	SLH 314
2 Electives	Elective
*or other language with permission of Program Director	
Summer	
2 Electives	

Senior Year

Fall	Spring
SLH 409	SLH 502
SLH 413	SLH 516
SLH 503	SLH 513
SLH 512	SLH 520
SLH 518	
Summer	
2 SLH Electives	

Some students who will be completing the requirements for the master's degree in the SLHS five-year program may have to complete additional coursework during the summer sessions.

Students seeking certification from the American-Speech-Language-Hearing Association may need additional course work to meet certification requirements at the time of their application for certification.

Fifth (Graduate) Year

Fall	Spring
SLH 514	SLH 511
SLH 515	SLH 527
SLH 616	SLH 635
2 SLH Electives	

BACHELOR OF SCIENCE PROGRESS RECORD — SPEECH-LANGUAGE-HEARING SCIENCE (FIVE-YEAR PROGRAM)

I. Powers (4 Courses)

- A. Writing I
- _____
- B. Writing II
- _____
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **SLH 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 4. **SLH 211** Acoustic Basis of Speech and Hearing
 5. **SLH 306** Neurological Basis of Communication and Behavior
 6. **HSC 271** The Physical Science in Physiological Instrumentation
- B. Social Science
Two Psychology courses
1. **EDC 103** Educational Psychology
or **PSY 210** Developmental Psychology
 2. **PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
1. _____
 2. _____
- B. Philosophy
1. _____
 2. _____
- C. Literature
- _____
- D. History
- _____
- E. Two Spanish Courses*
1. **SPN 101** Elementary Spanish
 2. **SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (16 Courses)

1. **SLH 100** Introduction to Language
2. **SLH 102** Introduction to Communication Disorders
3. **SLH 200** Phonetics
4. **SLH 203** Language Development
5. **SLH 304** Introduction to Audiology
6. **SLH 308** Clinical Procedure in Speech-Language Pathology
7. **SLH 314** Diagnostic Procedures in Speech-Language Pathology
8. **SLH 409** Multicultural Perspectives on Communication Disorders
9. **SLH 413** Professional Issues in Speech-Language Pathology
10. **SLH 502** Introduction to Aural Habilitation/Rehabilitation
11. **SLH 503** Disorders of Articulation and Phonology
12. **SLH 512** Language Disorders in Children
13. **SLH 513** Acquired Language Disorders
14. **SLH 516** Clinical Practicum and Procedures
15. **SLH 518** Research Design in Communication Disorders
16. **SLH 520** Dysphagia: Diagnosis and Treatment of Swallowing Disorders

V. Electives (5 courses)

1. _____
2. _____
3. _____
4. _____
5. _____

See Graduate Bulletin for more information about the Master's Degree.

MODEL ROSTER — SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM (FOUR-YEAR PROGRAM)**Freshman Year**

Fall	Spring
CSC 151	Writing II (ENG 108)
Writing I (ENG 107)	SLH 102
SLH 100	Philosophy or Religion
HIS 151	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
SLH 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
SLH 202	HSC 217
Literature (ENG 150)	SLH 203
Philosophy or Religion	SLH 211
	HSC 271

Junior Year

Fall	Spring
SPN 101*	SPN 102*
SLH 304	SLH 308
SLH 306	SLH 314
2 Electives	Elective
*or other language with permission of Program Director	

Senior Year

Fall	Spring
SLH 409	Elective
SLH 413	Elective
Elective	Elective
Elective	Elective
Elective	

BACHELOR OF SCIENCE PROGRESS RECORD — SPEECH-LANGUAGE-HEARING SCIENCE (FOUR-YEAR PROGRAM)

I. Powers (4 Courses)

- A. Writing I
- _____
- B. Writing II
- _____
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **SLH 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 4. **SLH 211** Acoustic Basis of Speech and Hearing
 5. **SLH 306** Neurological Basis of Communication and Behavior
 6. **HSC 271** The Physical Science in Physiological Instrumentation
- B. Social Science
Two Psychology courses
1. **EDC 103** Educational Psychology
or **PSY 210** Developmental Psychology
 2. **PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
1. _____
 2. _____
- B. Philosophy
1. _____
 2. _____
- C. Literature
- _____
- D. History
- _____
- E. Two Spanish Courses*
1. **SPN 101** Elementary Spanish
 2. **SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (9 Courses)

1. **SLH 100** Introduction to Language
2. **SLH 102** Introduction to Communication Disorders
3. **SLH 200** Phonetics
4. **SLH 203** Language Development
5. **SLH 304** Introduction to Audiology
6. **SLH 308** Clinical Procedure in Speech-Language Pathology
7. **SLH 314** Diagnostic Procedures in Speech-Language Pathology
8. **SLH 409** Multicultural Perspectives on Communication Disorders
9. **SLH 413** Professional Issues in Speech-Language Pathology

V. Electives (10 courses)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

See Graduate Bulletin for more information about the Master's Degree.

FACULTY

Barbara J. Amster, Ph.D., CCC-SLP, Program Director
 Evelyn R. Klein, Ph.D., CCC-SLP, Assistant Professor
 Jennifer Kleinow, Ph.D., CCC-SLP, Assistant Professor
 Cesar Ruiz, M.A., CCC-SLP, Assistant Professor
 Joan A. Luckhurst, Ph.D. CCC-SLP, Assistant Professor
 James M. Mancinelli, M.S., CCC-SLP, University Clinical Coordinator/
 Supervisor

SPEECH-LANGUAGE-HEARING SCIENCE MINOR**PURPOSE**

The SLHS Minor is designed to allow students interested in the discipline of speech-language-hearing science to pursue academic coursework without entry into the professional field of speech-language pathology.

★ REQUIRED FOR MINOR IN SLHS

Total = 19 credits including 2 upper level courses (300 and/or 400)

Required core sequence of courses for SLHS Minor

- **SLH 100** Introduction to Language and Communication (3 credits)
or
- **SLH 203** Language Development (3 credits)
- **SLH 102** Introduction to Communication Disorders (3 credits)
- **SLH 200** Phonetics (3 credits)
- **SLH 202** Anatomy and Physiology of the Speech and Hearing Mechanism (4 credits) This course requires a prerequisite – BIO 161 & BIO 162

An additional two courses must be selected from the following:

- **SLH 304** Introduction to Audiology (3 credits)
- **SLH 306** Neurological Bases of Communication and Behavior (3 credits)
- **SLH 409** Multicultural Perspectives on Communication Disorders (3 credits)
- **SLH 413** Professional Issues in Speech-Language Pathology and Audiology (3 credits)

COURSE DESCRIPTIONS**Required For Speech-Language-Hearing Science Majors:****SLH 100**

INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits



This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with PSY 242.

SLH 102

INTRODUCTION TO COMMUNICATION DISORDERS
3 credits



This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

SLH 200

PHONETICS
3 credits



This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, and dynamics of articulation, American dialectal variants, and developmental phonology.

SLH 202

ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS
4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162 or permission of instructor.

SLH 203

LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or permission of instructor. This course is cross-listed with PSY 342.

SLH 211

ACOUSTIC BASES OF SPEECH AND HEARING
3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

SLH 304

INTRODUCTION TO AUDIOLOGY
3 credits

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

SLH 306

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: SLH 202 or permission of instructor.

SLH 308

CLINICAL PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisites: SLH 102, SLH 200, SLH 203, or permission of instructor.

SLH 314

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203, or permission of instructor

SLH 409

MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS
3 credits



This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech, language, and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of speech, language, fluency, voice, and hearing disorders among culturally and linguistically diverse groups are discussed. Prerequisite: SLH 102 or permission of instructor.

SLH 413

PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY
3 credits

This course examines the organization, administration, and implementation of speech and language pathology and audiology services in public, private, and special schools and clinics, rehabilitation agencies, hospitals, and private practice. The course emphasizes the professional role of the speech-language pathologist and audiologist and discusses ethical considerations of practice. Prerequisite: SLH 308 or permission of instructor.

SLH 502

INTRODUCTION TO AURAL HABILITATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Prerequisite: SLH 211, SLH 304, or permission of the instructor.

SLH 503

DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Prerequisites: SLH 200 or permission of instructor.

SLH 511

FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

SLH 512

LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention. Prerequisite: SLH 203 or permission of instructor.

SLH 513

ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed. Prerequisite: SLH 306 or permission of instructor.

SLH 514

LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities. Prerequisite: SLH 512 or permission of instructor.

SLH 515**VOICE DISORDERS**

3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed. Prerequisite: SLH 306 or permission of instructor.

SLH 516**CLINICAL PRACTICUM AND PROCEDURES**

3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. SLH 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: SLH 503 and SLH 512 and permission of Program Director.

SLH 517**CLINICAL PRACTICUM IN AUDIOLOGY**

1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized. Prerequisite: SLH 502 or permission of instructor.

SLH 518**RESEARCH DESIGN IN COMMUNICATION DISORDERS**

3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized. Prerequisite: HSC 217 or equivalent or permission of instructor.

SLH 520**DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS**

3 credits

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed. Prerequisite: SLH 306 or permission of instructor.

SLH 527**MOTOR SPEECH DISORDERS**

3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized. Prerequisite: SLH 306 and SLH 503 or permission of instructor.

SLH 616**ADVANCED CLINICAL PRACTICUM AND CASE STUDY**

3 credits

(repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of SLH 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Prerequisite: SLH 516.

SLH 635**INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS**

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations. Prerequisite: SLH 502, SLH 511, SLH 514, SLH 515, SLH 518, SLH 527, SLH 616, and permission of Program Director.

Courses numbered 500 and above are graduate courses.

ELECTIVES**SLH 201****INTRODUCTION TO SIGN LANGUAGE**

3 credits (elective)

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

SLH 519**CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS**

3 credits

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders. Prerequisite: SLH 202 or permission of instructor.

SLH 521**STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES**

6 credits

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school. Prerequisites: SLH 516, appropriate Education courses, and permission of Program Director.

SLH 526**ALTERNATIVE AND AUGMENTATIVE COMMUNICATION**

3 credits

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed. Prerequisite: permission of instructor. Prerequisite: SLH 516 or permission of instructor.

SLH 528:**COUNSELING IN COMMUNICATION DISORDERS**

3 credits

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

SLH 530**SPECIAL TOPICS IN COMMUNICATION DISORDERS**

3 credits

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Prerequisite: permission of instructor.

SLH 537**GERIATRIC COMMUNICATION DISORDERS**

3 credits

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

SLH 538**ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS**

3 credits

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific lan-

guage impairment, autism spectrum disorder, emotional/behavioral disorders and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

SLH 611**FLUENCY AND STUTTERING II**

3 credits

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life. Prerequisite: SLH 511 or permission of instructor.

SLH 613**ACQUIRED LANGUAGE DISORDERS II**

3 credits

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment. Prerequisite: SLH 513 or permission of instructor.

SLH 630**SEMINAR IN COMMUNICATION AND SWALLOWING DISORDERS**

3 credits

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits. Prerequisite: permission of instructor.

SLH 640**THESIS RESEARCH IN COMMUNICATION DISORDERS**

3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Prerequisite: SLH 518 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.

EVENING AND WEEKEND PROGRAMS

**COLLEGE OF PROFESSIONAL
AND CONTINUING STUDIES**

COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES

During the 2007-08 academic year, the College of Professional and Continuing Studies will continue to develop and modify programs to serve the needs of undergraduate evening students. Information contained in this catalog may be subject to change as the College develops and implements its programs and services.

As one of the first universities in Pennsylvania to offer bachelor degrees that could be completed entirely in the evening, La Salle University has long been recognized for its dedication to the adult learner. Over the years, as more adults have chosen part-time college programs in order to meet work and family obligations during the day, La Salle has responded with more flexible programs and schedules. Courses are offered in the evening and on weekends at

La Salle's Main Campus. Evening classes are also offered at the Bucks County Center. Part-time baccalaureate students at La Salle receive the same quality instructors and support services that full-time students receive—the same quality education that has ranked the University near the top of nearly every national survey.

LA SALLE/BUCKS COUNTY

La Salle University seeks to meet the educational needs of students whose work and/or family obligations make full-time day attendance impossible. In keeping with this intention, the University has established the Bucks County Center. To further accommodate students' busy schedules, classes are available Monday through Thursday evenings and on Saturday at

La Salle's Bucks County Center. The courses are the same as those offered on the main campus and the faculty who teach at the Bucks County Center are drawn from the University's day and evening faculty. In every way, it is a La Salle education, but brought closer to where students live and work.

The Bucks County Center is staffed by a La Salle University staff member, and there is an administrative office where advisement and essential student services are available. Registration, ID photos, textbook sales, library searches, and academic advising are provided at these offices. The off-campus location, however, is not intended as a branch campus of

La Salle, and, therefore, does not supply the full range of academic support services available at the main campus. Students enrolled in courses at the Bucks County Center have the same rights to facilities on the main campus as do all other students, and their participation in the academic life and student activities on the main campus is encouraged.

Located at Silver Lake Executive Campus on 33 University Drive in Newtown, Pa., approximately one mile from the Newtown-Yardley exit of Interstate 95, the Center offers degree-completion programs and undergraduate course offerings during the evening and on weekends to accommodate adult learners. This state-of-the-art educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, nursing labs, science labs, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations. The

La Salle Bucks Center offers three degree-completion programs: two leading to a Bachelor of Arts—one in Organizational Dynamics and the other in Liberal Studies. The third completion program leads to a Bachelor of Science in Business Administration The R.N.-B.S.N. Program is also available at the Bucks County Center. These programs provide transfer options for students at local community colleges who want to go on to earn a bachelor's degree at La Salle.

FLEXIBILITY

Increasingly, adults are beginning, resuming, and/or completing their degree programs part time at night or on weekends in order to meet work and family obligations during the day. Alternatively, some students work at night and take courses during the day. As new professional opportunities arise and personal goals change, more adults are enrolling in educational programs to broaden their education and to facilitate career advancement or career change.

La Salle University's part-time evening and weekend programs exist to provide learning opportunities and educational support for those adults seeking credit courses for a degree, professional growth or credentials, or educational enrichment. Major programs are designed to provide students with the opportunity to gain mastery of the information, skills, techniques, and technologies of their field. The hallmark of La Salle University has been its rapid response to the academic needs of emerging populations with newly designed programs of collegiate study.

La Salle University is committed to the principle that the desire to learn and the need to learn is a lifelong process. Consequently, learning experiences are structured to provide increased competency and personal fulfillment.

La Salle University is proud, not only of the education it delivers, but of the way in which it is delivered. Students receive quality instruction and are exposed to many faculty members who have made significant contributions in research and in their respective professions.

Individual attention is enhanced by the smaller-than-average class size. At La Salle, no one is lost in the crowd. The style, size, and scale of classes are geared to enhance the education of the individual student. Advisement opportunities also reinforce this concept. Advisers are available in the College of Professional and Continuing Studies Advisement Center, in the various special programs, in the departmental majors, and in other areas of student services. Both faculty and administrators are committed to providing students with an environment in which teaching and learning can take place. La Salle University remains an environment of support and challenge to those individuals seeking to further their personal, academic, and career goals.

SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree. The summer sessions are administered by the College of Professional and Continuing Studies.

Properly qualified applicants from other accredited institutions are also admitted to the summer sessions.

For more information, call 215.951.1234.

ADMISSION

To qualify for admission, candidates must meet the following general procedural requirements and have earned a diploma from an accredited high school or have been granted a general equivalency diploma (GED) from a state department of education.

Qualified applicants desiring to pursue their education at La Salle are welcome in evening and part-time programs. Admission decisions are based on

past scholastic record, present scholarship aptitude, experience, potential, and recommendations.

All applicants, except those who already hold a bachelor's degree from an accredited college or university, may be given verbal and mathematical placement examinations. The results of these examinations enable the Admission Committee to evaluate an applicant's verbal and mathematical aptitudes.

Students can apply for admission beginning in the fall, spring, or summer semester. Once admitted, students are classified according to the program of study for which they have applied (i.e., as a candidate for the Associate in Arts, Bachelor of Arts, or Bachelor of Science). An applicant may also be admitted as a special or non-matriculated student to take courses without reference to degree requirements.

La Salle does reserve the right to refuse admission or require the withdrawal of any student whose presence would be in conflict with the ideals of the University or with the observance of its regulations.

APPLYING FOR ADMISSION

1. Secure an Application for Admission form, complete it, and return it with an application fee of \$35 to the Office of Adult Enrollment, La Salle University, Philadelphia, PA 19141.
2. Request that the high school from which you graduated and any colleges or universities that you attended send an official transcript of your record to the Office of Adult Enrollment. A photocopy of a state equivalency diploma (GED) may be submitted in lieu of a high school record.
3. You will receive final notification of the status of your application. If you applied for admission with advanced standing (based on official transcripts submitted from other colleges or universities), you will also be notified of the extent of advanced standing credit granted (i.e., accepted as transfer credits by La Salle).

TRANSFER CREDITS

An applicant who has attended another college or university accredited by one of the regional accrediting associations may be admitted to La Salle with advanced standing credit if the following conditions are met:

The courses must be approved for transfer by the Office of Adult Enrollment in consultation with the Deans of the University.

Credit will be considered for courses completed at the institution from which the applicant is transferring, if they have a quality point value equivalent to or above the La Salle "C" grade (2.00). The grades are not posted on your transcript nor computed in your academic index. Courses accepted for transfer are listed by name and number of credit hours earned toward the total. Students interested in transferring should have a minimum G.P.A. of 2.25 with a G.P.A. of 2.5 preferred. Certain programs may require other requirements.

A total of 70 credits is the maximum number that can be transferred to La Salle from other institutions.

At least half of the courses required by the major department (i.e., major requirements) must be completed at La Salle.

La Salle reserves the right to refuse advanced standing credit for whatever reasons deemed proper.

Junior- and senior-level Business Core courses will require validation (through exam or completion of specified upper-division course with a minimum "C" grade) in order to transfer.

STUDENT SERVICES

La Salle University is committed to providing a rich educational experience for all students by offering the opportunity to develop intellectually, professionally, socially, and spiritually.

IDENTIFICATION CARD

Each new student is issued an identification card, which is required for the use of the Connelly Library, Hayman Center (the physical recreation center), and the Independence Blue Cross Fitness Center. Photo identification cards are available at the University ID and Gold Card Account Office located in the lower level of the Union Building (adjacent to the Game Room and Food Services Office).

The La Salle University ID card serves as a means of access to a special Gold Card account. After depositing money in the account, students can use their ID to make purchases in the Campus Store, the Union Market (convenience store), all food service areas, vending, etc.

For more information, contact the Gold Card Office at 215.951.1578.

RELIGIOUS ACTIVITIES

The Chapel of La Salle University provides a convenient center both for personal meditation and for group worship. Its facilities are available to the student body at all times. In addition, graduation ceremonies open with the Baccalaureate Mass to which graduating seniors, their families, and friends are invited.

Upon request and by appointment, a Campus Minister will meet with Professional and Continuing Studies students.

STUDENT ORGANIZATIONS AND ACTIVITIES

ALPHA SIGMA LAMBDA

Alpha Sigma Lambda, the premier national honor society for adult students, was inaugurated at La Salle in December 1966. The La Salle University Alpha Delta Chapter is open by invitation to men and women who have been enrolled in a college or university for an average of four semesters, completed a minimum of 30 semester credits at La Salle, and have a minimum academic index of 3.40. Alpha Delta Chapter seeks to promote and recognize the efforts and accomplishments of adult scholars through a formal induction and reception, which is usually held in the spring semester of each academic year.

ALPHA EPSILON SOCIETY

The Alpha Epsilon Alumni Honor Society was instituted at La Salle University in 1936 to recognize "high scholarship in the pursuit of a Christian and liberal education together with the exceptional but unrewarded participation in the extracurricular life of the University." Members are selected each year from the upper fifth of the senior class, which includes Professional and Continuing Studies students.

The Society also inducts, from time to time, members of the faculty and alumni who have demonstrated loyalty and service to the University.

SIGMA THETA TAU

Sigma Theta Tau, an international honor society for nursing, was initiated at La Salle in 1988. It is open to students who have demonstrated superior achievement and scholarship in nursing. Inductions occur in the spring semester of each academic year.

AWARDS AND HONORS

DR. JOSEPH J. SPRISSLER AWARD

This award honors the Continuing Studies student who has exemplified outstanding participation and leadership abilities in extracurricular activities and contributed unselfishly to the enrichment of student life in La Salle University's undergraduate evening degree programs.

HUGH CARROLL AWARD

Established in 1972 to commemorate the 25th anniversary of the University's undergraduate evening degree programs, the Hugh Carroll Award is presented to that Continuing Studies student who has contributed the most to the advancement of the university's evening undergraduate programs. This award may be in recognition of work performed in a single year or over a period of years.

VICTOR D. BROOKS AWARD

This award honors the Continuing Studies student possessing the highest cumulative index. To qualify for the Brooks award, at least half of the student's credits must be earned at La Salle University.

SCHOOL OF NURSING AWARDS

The School of Nursing honors nursing students with the RN-BSN award for achievement and the Center for Nursing Excellence for Leadership.

PUBLICATIONS

THE EXPLORER

The Explorer is the yearbook published for the members of each graduating class. The book serves as a record of college life and activities.

THE EVENING EXPLORER

The Evening Explorer is compiled in the College of Professional and Continuing Studies and distributed to students attending evening and Saturday classes on and off Main Campus. The Evening Explorer contains announcements and notes of interest to students, faculty, and administrators. It establishes a constant, open channel of communication and source of information.

INTRAMURAL ATHLETICS AND RECREATIONAL FACILITIES

The intramural sports program at La Salle offers a wide variety of athletic activities and students are welcome to participate when their schedules permit. Recreational facilities at Hayman Center include the gym, weight room, pool, squash court, and exercise room, as well as locker rooms. In addition, South Campus houses the Independence Blue Cross Fitness Center. Outdoor tennis courts and an all-weather outdoor track are also available for use by students. Day and evening hours are available. Further information and schedules of hours and activities are available from the athletic office at the Hayman Center.

FOOD SERVICES

Food services are available all evenings and weekends when classes are held either in the Union Food Court or Cafe Metro as well as in the Blue and Gold Commons Dining Hall, located in the North Residence Hall complex. The Union Market, a convenience store adjacent to the Union Food Court, offers everything from frozen food to fresh fruits and vegetables, along with soft drinks, snacks, and gourmet coffee.

THE CAMPUS STORE

The University has contracted Barnes and Noble to manage a Campus Bookstore located in Wister Hall. It offers general school supplies, stationery, trade books, textbooks, and some personal care items. Hours of operation are Monday through Thursday, 9:00 a.m. – 7:00 p.m., Friday, 9:00 a.m. – 3:30 p.m. Extended hours are posted for semester openings.

THE ALUMNI ASSOCIATION

The Alumni Association seeks to promote the welfare of La Salle University and to encourage good fellowship among alumni. To achieve these ends, the Association works principally through the University Alumni Office and class organization.

The Alumni Association is controlled and directed by the alumni in cooperation with the University administration. The governing board is called the Alumni Board of Directors. It consists of representatives from each graduating class and a Director of the Association appointed by the University.

Alumni are encouraged to take an active part in promoting the attendance of worthy and talented students, to take an intelligent interest in the academic affairs of the University, to support the University financially to the best of their ability, and to foster the growth of the University. Alumni are also encouraged to assist The Career Services Office by calling to its attention job opportunities for La Salle students.

EXPENSES

All fees listed in this catalog reflect fees at date of publication. However, in view of rising costs, La Salle University must reserve the right to amend or add to these charges at any time and to make such changes applicable to both new and current students.

APPLICATION FEE

A non-refundable application fee of \$35 is charged and due with the Application for Admission.

TUITION

The tuition charge is based on the number of credit hours taken in any semester and is calculated at \$410 per credit hour. Pre-Speech-Language-Hearing Science students are charged \$440 per credit hour. The charge for students in the ACHIEVE nursing program is \$445 per credit hour. Clinical nursing courses are assessed a \$100 exam fee. Payment in full at the time of registration or formal arrangements with the Bursar's Office for the Deferred Payment Plan is required to complete registration.

GENERAL UNIVERSITY FEE

A General University Fee of \$50 is charged per semester, regardless of the number of credit hours taken during the semester. This fee helps support all of the support services provided to the student, such as registration, billing, academic support, Commencement, etc.

LATE FEES

A 1 percent monthly late penalty will be assessed for all students who have not made payment in full or acceptable payment arrangements by the official first day of the semester. This fee will be calculated and assessed on the 30th day of the semester and again every 30 days thereafter. If you are unable to make payment in full, you are encouraged to sign up for the Deferred Payment Plan or refer to the Student Financial Services section of our Web site for directions on how to apply for financial aid

PARKING FEE

Main Campus parking for evening and part-time students is \$30 per semester and \$10 for the summer. Parking is free in the Good Shepherd Lot at Chew and Wister streets near the Main Campus, and at the Bucks County Center.

OTHER FEES:

Regents College Examinations fees vary according to examination scheduled. Students should consult the most current Regents candidate Registration Guide.

Credit awarded through Regents and end-of-course examinations carries a \$75 per test administrative fee, except for Anatomy and Physiology, for which the fee is \$150, to be paid at the time of posting the credit on the transcript.

CLEP examinations carry a \$55 testing fee and \$15 administrative fee per exam. Credit awarded through CLEP carries a \$25-per-credit posting fee to be paid at the time the credit is assigned.

A Special Examination Fee of \$5 is charged when a student takes any make-up examination (with instructor's approval) administered through the College of Professional and Continuing Studies Office. A \$10 fee is charged for special make-up final examinations.

The Registrar's Office charges a \$5 Transcript Fee for an official transcript. No transcripts may be issued until all financial obligations to the University have been settled satisfactorily.

A candidate will not be recommended for a degree, diploma, or certificate until all financial obligations have been paid.

PAYMENT OF TUITION

An INVOICE for your semester charges will be mailed to you by the Student Financial Services department prior to the beginning of each semester. Payment will be due approximately fifteen (15) days from the date of the invoice. **YOU WILL FIND IT MORE CONVENIENT AND ARE ENCOURAGED TO MAKE PAYMENT AND COMPLETE REGISTRATION EITHER ON-LINE, BY MAIL, OR BY PHONE.**

DO NOT SEND CASH THROUGH THE MAIL. The University cannot be responsible for cash sent through the mail. Please pay by check, bank draft, cashier's check, or money order. Payments by mail should be made in the envelope provided and mailed so as to reach the University by the due date. A \$35.00 fee will be assessed for returned checks. Also, if you need to make a payment outside of the regular office hours, a PAYMENT DROP BOX is located outside of the Bursar's Office on the 1st Floor of the Administration Center.

If you would like to use your Discover, Master Card or American Express to pay some or all of your educational expenses, you can log onto (www.lasalle.edu) to make payment via the web for a fee.

DEFERRED PAYMENT PLAN

The Deferred Payment Plan is offered by the University to provide a way to pay up to 75% of tuition and fees in monthly installments during the semester. The maximum amount that can be deferred is 75% of the semester educational expenses less any University student financial aid. To participate in the Deferred Payment Plan, the completed Promissory Note form must be presented to the Bursar's Office along with any required down payment (usually 25 percent in the beginning of the semester). The down payment amount will increase as the semester progresses.

Then, three subsequent monthly payments are made during the semester. There is a twenty-dollar (\$25) application fee, which is paid with your first monthly installment and a finance charge calculated at the rate of half percent (.5%) of the average daily balance per month. Delinquent payments are subject to a late fee of five dollars (\$5) or five percent (5%) of the past due balance, whichever is greater. The Deferred Payment Plan Promissory Note is included with each semester's invoice or can be printed from the La Salle University Web site at www.lasalle.edu.

FINANCIAL OBLIGATIONS

At the time of registration, the student contracts for the full amount of the tuition regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters or receive grade reports, transcripts or diploma until such indebtedness is paid.

TUITION REDUCTION FOR CATHOLIC SCHOOL TEACHERS

Persons employed as full-time teachers in Catholic schools within the dioceses of Philadelphia, Allentown, Trenton, Camden, and Wilmington may receive a 30% tuition only reduction for courses taken in all programs except for Graduate Religion and PsyD. How to Apply- The student is required to present a letter to the Student Financial Services Office from the principal verifying full-time employment for each semester the tuition reduction is to be granted. Student must apply each term.

REFUND OF TUITION

The following refund policies apply to all students.

Under certain circumstances, students who withdraw may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

Fall, Spring and Full-term Summer Semesters

Time of Withdrawal
During first week*

Refund
100%

During second week	60%
During third week	40%
During fourth week	20%
After fourth week	No Refund

Accelerated and Six-week Summer Semesters

before and during the first day of class	100%
during the first week of class	60%
after the first week of class	No Refund

Intersession Semester

before and during the first day of class**	100%
after the first day of class	0%

*The first week is defined to be the first day that classes begin for the semester and the following six days, regardless of whether the student attends the first class meeting.

**The first day is defined to be the first day that class meets.

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean's Office of the student's respective college or school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Director or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and not the first day in actual attendance by a particular student. Withdrawal forms are available in the College of Professional and Continuing Studies Office and at the Bucks County Center.

FINANCIAL AID

Financial Aid information is listed in the Day section of this catalog.

COMMON SCHOLARSHIP

Students may complete a Common Scholarship application in order to qualify for multiple private-scholarship opportunities, such as the Brother Ellis Scholarship, which are administered by the Student Financial Services office each academic year. The minimum grade-point average for scholarship consideration is 2.5 with some scholarships requiring a 3.0 or higher.

CHARLOTTE W. NEWCOMBE FOUNDATION

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term when the scholarship will be used. The student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used and of which 6 credits must have been earned at La Salle University. Applications are available in the forms section of Student Financial Services Web site and must be submitted by August 1 for Fall and Spring semesters.

MODERN HANDLING EQUIPMENT COMPANY SCHOLARSHIP PROGRAM

Through the generous auspices of the Modern Handling Equipment Company, evening students pursuing an undergraduate degree in our School of Business Administration are eligible for this scholarship for the Fall and Spring semesters. Student must be enrolled for a minimum of six credits during the term when the scholarship will be used. Information on eligibility and scholarship applications are available in the College of Professional and Continuing Studies Office or the Office of Student Financial Services. Applications are available in the forms section of Student Financial Services Web site and must be submitted by August 1 for both the Fall and Spring semesters.

ACADEMIC PROGRESS

Academic Progress information for full-time students is listed in the Day section of this catalog.

Part-time students are making adequate progress toward the degree if they have:

- 1) Completed three-fourths of the total credits attempted, when the combined credits attempted in semesters for which funds were received total 12 or more semester hours in new course work at satisfactory levels as indicated:
 - a) Completed Freshman Status
(0-23 credits)
1.50 cumulative academic index
 - b) Completed Sophomore Status
(24-53 credits)
1.75 cumulative academic index
 - c) Completed Junior Status
(54-83 credits)
2.00 cumulative academic index
 - d) Completed Senior Status
(84+ credits)
2.00 cumulative academic index
- 2) Completed graduation requirements within a maximum of 13 years of part-time studies.

Note that guidelines for academic progress for financial aid is defined in the section entitled "Satisfactory Standards of Academic Progress for All Financial Aid."

DEANS' HONOR LIST

The Deans' Honor List is published in June and February of each year. Those students who have complied with all the regulations of the University and who have earned a cumulative academic index of 3.40 with at least 30 credit hours of graded course work at La Salle are placed on the Deans' List. An academic convocation is held in the Fall semester when honorary degrees are conferred, Deans' List students are recognized, and all can meet informally with faculty and administrators.

ACADEMIC ADVISEMENT

For evening students in the School of Business and School of Arts and Sciences, the College of Professional and Continuing Studies Advisement Center is the center of academic advising. Academic advisors are available to consult with and to assist students in planning and pursuing their educational goals at the University. In addition, the Department Chairs and Program Directors serve as academic advisors for their particular subject areas and they provide supplementary counseling in choosing a major program, in meeting major requirements and in developing new areas of interest.

Students in the School of Nursing are advised directly by the School of Nursing academic advisor. The School of Nursing publishes specific information about policies and program goals in the RN-BSN Student Handbook. These are available from the School of Nursing student advisor.

REGISTRATION

The registration schedule is set forth in the official calendar and detailed instructions for registration and for the rostering of courses are supplied prior to registration. Upon completion of registration, the student is officially enrolled in the courses rostered and is financially responsible for the tuition charges.

ROSTER PLAN

Three-credit-hour courses usually meet once a week for a 160-minute period, which includes a 10-minute break. Four-credit courses usually meet twice a week for 125-minute periods. Courses with laboratories require additional time. Courses offered under the Accelerated Scheduling format meet for a total of seven weeks on one night per week or on three alternate Saturdays. Exact meeting times are posted in the Course Roster for each semester. The general pattern of class periods is as follows:

MAIN CAMPUS

Monday through Thursday
6:15-8:55 P.M.

Saturday
9:00 A.M.-noon

LA SALLE/BUCKS COUNTY

Monday through Thursday

Courses offered in the accelerated programs follow various day and hour formats.

ROSTER REQUIREMENTS

College of Professional and Continuing Studies students who maintain a satisfactory scholarship index are permitted to schedule a maximum of 12 credit hours in any semester. Most students, however, roster 6 credit hours each semester, and a number of students choose to take 3 credit hours. The number of courses, which a student is permitted to take, is dependent upon the student's ability, past academic record, program of study, and time available for study.

ATTENDANCE POLICY

Students are expected to attend classes regularly. If students must be absent because of conditions beyond their control (e.g., illness or serious personal or family situations), they should explain the problem to their instructor. If an absence extends over a protracted period of time, students should notify the College of Professional and Continuing Studies at 215.951.1240. Students in the School of Nursing should notify the Dean's Office, School of Nursing, 215.951.1430. Attendance is taken from the first regular class day regardless of the time of registration.

CHANGE IN COURSE

The student is responsible for following the sequence of courses for the curriculum in one's major field of study. If changes are desired, approval must be obtained in writing from the Department Chair and the Dean of Professional and Continuing Studies. Evening students in the School of Arts and Science and School of Business Administration should contact their advisor in the College of Professional and Continuing Studies. Students in the School of Nursing should contact their advisor in the School of Nursing.

CHANGE IN MAJOR

College of Professional and Continuing Studies (CPCS) students who wish to change their major curriculum must file a written request for a Change of Major in the CPCS Office. Nursing students should contact their advisor in the School of Nursing and Health Sciences.

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the Undergraduate Evening to an Undergraduate Day Program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum G.P.A. of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from Undergraduate Day to Undergraduate Evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school or their advisor in the College of Professional and Continuing Studies.

WITHDRAWAL

After the completion of registration, a student shall be considered to be in attendance unless an official statement of withdrawal is submitted to the College of Professional and Continuing Studies. A Withdrawal Form is available in the office, or the student may send a letter to the office indicating the course or courses from which one is withdrawing, the reason

for withdrawal and the student's signature. The date of filing the official statement of withdrawal will be considered the actual date of withdrawal. If that date is on or before the final date for withdrawal as published in the academic calendar, the student's record for the course will be marked W (withdrawn). If the date of withdrawal is after the final date for withdrawal, the student's record will be marked F (failure) unless the withdrawal has been caused by unusual circumstances and has the written approval of the Dean of the College of Professional and Continuing Studies. Note: Neither ceasing to attend class nor notifying the instructor constitutes an official withdrawal. Students in the School of Nursing should contact the Dean's Office in the School of Nursing.

EXAMINATIONS

Examinations are given at any time during the course at the instructor's discretion, at mid-semester, and at the conclusion of the semester. If a student misses any exam prior to the final exam due to circumstances beyond one's control, with the instructor's permission, the student can make arrangements through the College of Professional and Continuing Studies Office to take a special exam.

Special examinations submitted by the instructor can be taken by appointment in the College of Professional and Continuing Studies Office while classes are in session. Students must call 215.951.1240 to verify that a make-up exam is on file and to schedule the appointment.

Final examinations are conducted at the times published in the examination schedule issued each semester. If students are unable to take a final exam as scheduled due to unavoidable absence, they must request approval for a special final exam from the instructor. If approval is granted, the student must make arrangements through the College of Professional and Continuing Studies Office to take a special final exam submitted by the instructor. Regular make-up examinations are subject to a \$5 fee; final make-up examinations are subject to a \$10 fee.

Nursing students must make special arrangements for examinations with the course instructor.

RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of "C" or better in each course, may request in writing from the Dean of Professional and Continuing Studies, a "transcript renewal." Should the request be granted, the student will have the option of having all "Fs" renewed or all "Fs" and all "Ds" renewed. Grades of renewed courses will remain and be noted on the transcript and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Regularly-enrolled La Salle students, who are in good standing, may be approved to take courses at other institutions, subject to college, department or school restrictions.

Please note:

- Students are not permitted to take more than 12 credits in transfer after they have 60 credits and prior to 90 credits on their La Salle transcript.
- Major courses may not be taken at other institutions.
- Credit is transferred only for grades of "C" (2.0) or better; however, the letter grade is not included in the computation of a student's academic index at La Salle.
- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a "W" grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's School or College, two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University must be obtained in advance from the Dean's Office of the student's School or College.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the Dean's office for inclusion in the student's record.

The Transfer Credit requirement and Residency requirement are repeated here from other section of this bulletin because of their impact on courses taken at other institutions.

TRANSFER CREDIT REQUIREMENT

- A total of 70 credits is the maximum number which can be transferred to La Salle from other institutions.

RESIDENCY REQUIREMENT

- Students are required to take their last 30 credits at La Salle.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

La Salle University participates in the College-Level Examination Program sponsored by the College Entrance Examination Board. CLEP is designed to enable the adult student to demonstrate competencies acquired in various academic disciplines without having attended formal college classes.

There are two kinds of examinations: the General and the Subject Examinations. Students are eligible to take one or more of the General Examinations accepted by La Salle in Humanities, Natural Sciences, and Social Sciences and History before they have completed more than 30 semester credit hours of course work, whether the credits were earned at La Salle, transferred, or awarded through examination. Students are eligible to take Subject Examinations accepted by La Salle in English, History and Social Sciences, Foreign Languages, Science and Mathematics, and Business provided they have not taken comparable or more advanced courses in that discipline. Students must have permission from their Academic Advisor before attempting CLEP credit. Advisors can help students select examinations appropriate to their course of study. Further information regarding CLEP test dates and the University policy is available from the CLEP Center Administrator, College of Professional and Continuing Studies (215.951.1074) and on La Salle's College of Professional and Continuing Studies Web site (www.lasalle.edu/academiconed/clep.html).

The cost of taking CLEP at La Salle is \$70 (\$55 testing fee and \$15 administrative fee) per exam. A matriculated student who receives a satisfactory score will be notified of credit awarded and will be assessed an additional administrative fee of \$25 per credit. After the payment is received by the Bursar's Office, the Registrar will post the course and credit hours granted through CLEP on the student's record. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

END-OF-COURSE EXAMINATION

Students who believe that their experience and study have trained them sufficiently to bypass a given La Salle University course may challenge that course through an end-of-course examination. (End-of-course-examinations are offered at the discretion of individual departments in the School of Arts and Sciences. End-of-course examinations are not offered for courses in the School of Business Administration. End-of-course examinations are restricted in the School of Nursing; students should contact their advisor directly.) A written request should be submitted to the Department Chair who will then request the approval of the Dean. There is a \$30 charge for each examination. Students who successfully complete the examination will receive credits for the course challenged which will be posted on their La Salle transcripts upon receipt by the Bursar's Office of a \$25 per credit administrative fee. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

AMERICAN COUNCIL ON EDUCATION (ACE) APPROVED COURSES

Students who have successfully completed educational programs and seminars approved by the American Council on Education's Program on Non-collegiate Sponsored Instruction (PONSIS) may be eligible to receive credit. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index. A written request with documentation of course completion should be forwarded to the Dean's office for evaluation.

REQUIREMENTS FOR DEGREES

ASSOCIATE DEGREE

A candidate for an associate degree must meet the following requirements:

- completed course work equivalent to a minimum of 60 credit hours, at least 30 of which have been fulfilled at La Salle University;
- have not attained more than 84 credit hours;
- have not received a prior associate degree;
- fulfilled all course requirements prescribed by the University for the specific associate degree;
- have a cumulative academic index of 2.0;
- the candidate must file an application for the associate degree at least four months before the completion of the requirements.
- Associate degrees can be conferred in September, January and May.
- Associate degree recipients can receive a diploma during Commencement exercises in May.

BACHELOR'S DEGREE

A candidate for the bachelor's degree must meet the following requirements:

- completed course work equivalent to a minimum of 120 credit hours; the 120 credit hours must include at least 38 courses of three credits or more; in determining the number of courses, a course carrying six credit hours or more will be counted as equal to the lowest number of courses obtained by dividing the credit value by three;
- fulfilled all University Core and Major requirements;
- have a cumulative academic index of 2.0 overall as well as in the major courses;
- filed an application for graduation one year before the expected date of graduation.
- Residency Requirement: students are required to take their last 30 credits at La Salle.

SECOND BACHELOR'S DEGREE

La Salle University will award either a B.A. or B.S. degree to a student who has already earned a bachelor's degree from an accredited institution under the following conditions:

1. The student has obtained written permission from the appropriate Dean and Department Chair.
2. If the student holds a bachelor's degree from La Salle University, the student must meet substantial requirements of the major as determined at the time the student matriculates in the program leading to the second degree. A minimum of 30 credit hours is required.
3. If the student holds a degree from an institution other than La Salle, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill all core requirements as well as substantial requirements of the major as determined at the time the student enrolls in the second degree program.

HONORS

The bachelor's degree with honors is conferred on a student who has completed course requirements at the University with a cumulative academic index not lower than 3.40 and who has not incurred any academic censure.

The candidate who has earned an index between 3.40 and 3.59 is graduated with the distinction *Cum Laude*.

The candidate who has earned an index between 3.60 and 3.79 is graduated with the distinction *Magna Cum Laude*.

The candidate who has earned an index of 3.80 or better is graduated with the distinction *Maxima Cum Laude*.

POLICY ON GRADUATION REQUIREMENTS

Students are expected to fulfill the requirements of the curriculum which is in place at the time of matriculation. Students, who have not attended La Salle for a period of two years or more, will not be grandfathered to the time of initial matriculation but will need to fulfill the curricular requirements at the time of reentry to La Salle. Individual waivers and adjustments can be made by the Chair with notification to the Dean's office for major program requirements and by the Dean for University Core requirements. Students will be notified of changed requirements through publications, the advisement system, and the roster.

CONFERRAL OF DEGREE

La Salle University confers degrees three times a year, on September 15, January 15, and on the date of the commencement exercises. Students receiving diplomas in September or January are invited to participate formally in the commencement exercise of the following May.

CURRICULUM

All degree programs have a similar structure which includes the Core Curriculum, Major Requirements and Free Electives:

THE CORE CURRICULUM

The core curriculum clusters course requirements into areas defined by educational objectives: “Powers,” “Frameworks of Scientific Understanding” and “Patterns of Meaning.”

“Powers” refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in Writing, Public Speaking, Mathematics, and Computer Science.

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments which shape the world in which we live. The “Frameworks of Scientific Understanding” category includes courses in Economics, Political Science, Psychology, Sociology, Biology, Chemistry, Geology, and Physics.

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (Religion, Philosophy, Literature, History, Fine Arts and Foreign Languages) will enable students to develop these capacities.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a “house” (🏠 Understanding at Home) and one course designated by the symbol of a “plane” (✈️ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of such projects.

Social Sciences (2 courses, 1 from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

(2 courses in each of 5 areas, followed by a third course in one of the 5 areas)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

MAJOR REQUIREMENTS

Those courses determined by your major department to fulfill the requirements for your degree. Major requirements vary and may include courses outside your primary department. They may include “Controlled Electives” which allow you to choose courses from several different stated offerings, or from offerings in several different departments. Major requirements may even be organized differently; for example, Business Administration majors are required to take the introductory courses in the “Business Core” drawn from several different departments, as well as the “Professional Studies” courses in Accounting, Management, Marketing or Finance.

FREE ELECTIVES

Offer a further opportunity to influence your own program of education. You may select courses of special interest to fulfill the free electives in your academic program.

The Curriculum Progress Chart is used by your advisor to review your academic progress. Examples of the Curriculum Progress Charts for the Associate in Arts, Bachelor of Arts and Bachelor of Science degrees are included in this bulletin.

CORE COURSES

All courses in the core may be counted towards any minor or major barring exclusions by the academic departments sponsoring the minor or major. To complete the core requirements, most Arts and Sciences majors must complete a maximum of 19 courses, School of Business Administration majors, a maximum of 16 courses, and School of Nursing major, a maximum of 15 courses. The following is a general outline of the Core; specific requirements will vary among major programs.

POWERS COURSES

- English 107
(may be waived by the English Department)
- English 108
- Mathematics 150
- Communication 150 or Business 150
- Computer Science 151 (may be waived through an exemption exam)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (1 course from the following disciplines)

- Biology
- Chemistry
- Geology
- Physics

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART**I. Powers (5 courses)**

- A. Writing I
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
 - 1. Economics or Political Science
 - 2. Psychology or Sociology

III. Patterns of Meaning (8 courses)

- A. Religion
 - 1. _____
 - 2. _____
- B. Philosophy
 - 1. _____
 - 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Fine Arts or Foreign Language
 - _____
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

- 1. _____
- 2. _____
- 3. _____
- 4. _____

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD***I. Powers (5 courses)**

- A. Writing I
• **ENG 107** College Writing I
- B. Writing II
• **ENG 108** College Writing II
- C. Numbers
• _____
- D. Speech
• **COM 150** Public Speaking
- E. Information Technology
• **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
• _____
- B. Social Science
1. Economics or Political Science
2. Psychology or Sociology

III. Patterns of Meaning (11 courses)

- A. Religion
1. _____
2. _____
- B. Philosophy
1. _____
2. _____
- C. Literature¹
1. _____
2. _____
- D. History
1. _____
2. _____
- E. Fine Arts
1. _____
2. _____
- OR
- Foreign Language
1. _____
2. _____
- Concentration Option
• _____

Students will select an approved third course in one of the Patterns areas.

IV. Major Requirements

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives

1. _____
2. _____
3. _____
4. _____

¹ May be in English Literature or in Foreign Literature in English Translation.

***This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic advisor for proper selection of courses.**

THE ASSOCIATE IN ARTS DEGREE

The Associate in Arts in Liberal Arts degree is structured like the Bachelor's degree programs, but requires only half as many (60) credit hours to attain. The courses which fulfill the requirements for the Associate degree can be applied to the Bachelor's degree.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills and abilities.

The program of study leading to a Bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, Major Requirements, and Free Electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements.)

The Bachelor of Arts degree can be earned in Criminal Justice, Liberal Studies, Organizational Dynamics, Psychology, and Religion.

The Bachelor of Science degree can be earned in Business Administration, Information Technology, and Nursing. The Bachelor of Social Work can also be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Science in Business Administration, and Bachelor of Science in Nursing are explained in their respective school or college.

BACHELOR OF ARTS IN LIBERAL STUDIES

The Bachelor of Arts in Liberal Studies provides adult students a multidisciplinary program of study not linked to one specific department or discipline. With this major, students can explore studies in the humanities or social sciences which will broaden their perspective and encourage greater understanding of the world they live in.

Students pursuing a degree for career advancement, which does not have to be in any specific area, will benefit from this program. Likewise, students who have already explored different majors and accumulated a variety of credit can maximize their prior experience by considering this option.

In addition to completing La Salle's core requirements, students will complete ten courses in either a Humanities (Track 1) or Social Sciences (Track 2) concentration. The remaining free electives allow for even greater transferability of credit and flexibility.

The degree in Liberal Studies with a concentration in Humanities is a degree that can provide personal enrichment as well as career advancement. Perhaps you are a "renaissance man or woman" with a love of the arts and culture. Come explore the Old Masters and contemporary artists, musicians and poets, saints and philosophers, authors and historical figures who have had a major impact on civilization, past and present.

If you are curious about human and social behavior, then the degree in Liberal Studies with a concentration in Social Sciences may be for you. Explore theories of human development within the broader context of political, economic and social systems.

Required for major in Liberal Studies – Humanities (10 courses)

- **ART 201** History of Art I
- **ART 202** History of Art II
- **MUS 203** America's Music
- **MUS 305** The Symphony
- **REL** Religion (200-level or higher)
- **PHL** Philosophy (200-level or higher)
- **HIS** History (300-level or higher)
- **HIS/LIT** History or Literature (300-level or higher)
- English/Literature (260-level or higher)
- **401 SEMINAR** Senior Capstone

Required for major in Liberal Studies – Social Sciences (10 courses)

- **PSY 155** Introductory Psychology
or
• **PSY 240** Effective Communication
- **PSY 210** Developmental Psychology
or
• **PSY 215** Adult Development
- **PSY 230** Industrial and Organizational Psychology
- **POL 151** American Government
- **POL 240** International Relations
- **ECN 201** Microeconomics
- **ECN 340** American Economic History
- **SOC 262** Dynamics of Diversity
- **SOC 306** Modern Organizations
- **401 SEMINAR** Senior Capstone

BACHELOR OF ARTS IN ORGANIZATIONAL DYNAMICS

This interdisciplinary accelerated degree completion program provides a comprehensive, academically coherent program with enough flexibility to be of interest to a wide variety of students. Students who have completed thirty credits are eligible to be considered for this major. The courses which comprise the program will allow students to: interweave the theoretical principles from the liberal arts and business traditions to form a solid, broad-based foundation; develop the concepts and skills needed to adjust to a rapidly changing organizational setting; develop the skills needed in a variety of organizational settings such as in business, non-profit groups, educational institutions, and the government sector; apply concepts and theories of organizational behavior to be more productive both in individual and group settings. Students may earn up to six credits for life experience by demonstrating mastery of material covered in specific courses within the major which relate to: financial reporting and managerial accounting; public speaking; business and technical writing; financial markets and institutions; organizational behavior; statistics. Students must complete a Credit for Life Experience submission form along with a non-refundable \$125 submission fee at time they forward all requested materials for faculty review. If credit is awarded, there will be an additional posting fee of \$25 per credit.

Organizational Dynamics Accelerated Completion Program

Judith C. Stull, Ph.D., Director

Required for Major in Organizational Dynamics: 19 courses (including 5 core requirements)

- ORD 201 and 401
- BUS 101, BUS 123, BUS 124, BUS 125, BUS 126

- SOC 301 or ECN 213 or PSY 310 (see Core)
- ENG 303 or ENG 409
- COM 150 (see Core)
- CSC 151 (see Core)
- ECN 150 (see Core)
- ECN 201
- ECN 340 or similar
- PSY 230
- SOC 150 (see Core)
- SOC 306
- Two controlled electives

Course Descriptions

ORD 201

INTRODUCTION TO ORGANIZATIONAL DYNAMICS
3 credits

Introduction to the interdisciplinary field of organizational dynamics providing the framework within which other course in major will fit; issues of diversity, leadership, and community will be covered as well as the micro and macro aspects of organizations.

ORD 401

SEMINAR
3 credits

Senior capstone course designed to integrate skills and content covered in earlier courses; students will actualize organizational theory and research within context of group project building upon their interests, skills and specializations; larger social issues such as diversity, and development of leadership styles will be addressed; students will be expected to exhibit writing, data analysis, presentation skills, and case study analysis.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program. Upon successful completion of 22 credits in Liberal Arts courses (listed below) and 18 credits in business courses (listed below), students with a 2.25 cumulative academic index are eligible for admissions into the bachelor's degree program in the School of Business Administration. Students may designate their intended business professional studies option while enrolled in the PBA Program.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Intended Business Professional Studies Option: Accounting or General Business Administration

PRE-BUSINESS (PBA) CURRICULUM PROGRESS CHART

To move from Pre-Business Administration to Business Administration status, students must meet the following criteria:

1. have a total of at least 40 credits
2. have a cumulative index of at least 2.25
3. have completed the following courses:

Liberal Arts Grade

1.	ENG 107	_____
2.	ENG 108	_____
3.	MTH 101	_____
4.	MTH 114 (4 cr.)	_____
5.	PSY or SOC	_____
6.	CSC 151	_____
7.	_____	_____
	Liberal Arts	

Business Courses

Grade

1.	BUS 101	_____
2.	BUS 150 (2 cr.)	_____
3.	BUS 202	_____
4.	BUS 207 E (2 cr.)	_____
5.	BUS 208 E (2 cr.)	_____
6.	ECN 150	_____
7.	ECN 201	_____

Note: PBA students are not permitted to take 300 or 400 level business courses.

PRE-NURSING PROGRAM

Students, with fewer than 60 credits in transfer, who are interested in pursuing a Bachelor of Science in Nursing from La Salle's School of Nursing, will initially be accepted into the Pre-Nursing (PNUR) Program. Upon successful completion of a minimum of 60 credits at La Salle in the prescribed courses, students with a 3.0 cumulative academic index are eligible for consideration for the bachelor's program in the School of Nursing. Students in the PNUR program will be required to complete the Powers and Patterns of Meaning requirements along with eight specific courses in the Frameworks of Scientific Understanding as noted below. Students must maintain grades of "B" or better in each of the five Natural Sciences and "C" or better in the Social Sciences. Only one course in the Natural Sciences may be repeated to attain a better grade.

Powers:

HSC 217 Statistics for Health Science Professionals

or **ECN 213** Introductory Statistics will fulfill the "Numbers" requirements.

Frameworks of Scientific Understanding:

Natural Sciences

BIO 161 Anatomy & Physiology I

BIO 162 Anatomy & Physiology II

BIO 163 Clinical Microbiology

CHM 161 Chemistry of the Life Sciences

NUTR 165 Principles of Nutrition

Social Sciences

SOC 150 Introduction to Sociology

PSY 210 Developmental Psychology

Choose one of the following:

PSY 150 Introduction to Psychology

or **PSY 205** Personality Dynamics & Adjustment

or **PSYC 220** Psychopathology

or **PSY 225** Social Psychology

THE PRE-SPEECH LANGUAGE PATHOLOGY PROGRAM

The new Pre-SLP program provides post-baccalaureate students, who do not have the required background in communication sciences and disorders, with the prerequisite courses in basic human communication sciences needed to successfully pursue the Master's degree in speech-language pathology.

This unique program offers the recommended 10 required courses both on campus and online, affording students the choice of a flexible schedule to pursue the needed prerequisites for the master's in Speech-Language Pathology.

Upon completing the Pre-SLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all ten Pre-SLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the Pre-SLP program, students are prepared to apply to a graduate program in Speech-Language Pathology. However, entrance into the Pre-SLP program does not guarantee acceptance into La Salle's graduate Speech-Language-Hearing Science Program.

The following courses are the recommended Pre-SLP courses and will be offered either on campus or online. Note that WB indicates on line:

SLH 100 / SLH 100 WB

INTRODUCTION TO LANGUAGE AND COMMUNICATION

3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized.

SLH 102 / SLH 102 WB

INTRODUCTION TO COMMUNICATION DISORDERS

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

SLH 200 / SLH 200 WB

PHONETICS

3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, dynamics of articulation, American dialectal variants, and developmental phonology.

SLH 202 / SLH 202 WB

ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS

4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 & BIO 162 or BIO 171 WB or permission of instructor.

SLH 203 / SLH 203 WB

LANGUAGE DEVELOPMENT

3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or permission of instructor.

SLH 211 / SLH 211 WB

ACOUSTIC BASES OF SPEECH AND HEARING

3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

SLH 304 / SLH 304 WB

INTRODUCTION TO AUDIOLOGY

3 credit

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

SLH 306 / SLH 306 WB

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR

3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: SLH 202 or equivalent or permission of instructor.

SLH 308 / SLH 308 WB

CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY

4 credits

This course introduces the speech-language-hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisite: SLH 102, SLH 200, SLH 203 or permission of instructor.

SLH 314 / SLH 314 WB

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
3 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: SLH 102, SLH 200, SLH 203 or permission of instructor.

GENERAL ASHA CERTIFICATION REQUIREMENTS

The new 2005 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional courses. These guidelines require students to have both a biology and physical science course. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses via distance. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a Masters' Program.

To fulfill these requirements La Salle University suggests:

- **BIO 171 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **HSC 271** The Physical Science of Physiological Instrumentation (Physical Sciences)
- **HSC 217** Statistics for the Health Sciences or ECN 213 (Mathematics)
- **EDC 103** Educational Psychology OR PSY 210: Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

Course Descriptions**BIO 171 WB**

ESSENTIALS OF ANATOMY & PHYSIOLOGY

4 credit

This is a Web based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood & cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.

Note: course descriptions for other pre-requisite courses are found in other sections of this catalog.

Revised 3/2/05



**SCHOOL OF
ARTS AND SCIENCES**

EVENING AND WEEKEND PROGRAMS

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART

I. Powers (5 courses)

- A. Writing I
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
 - 1. Economics or Political Science
 - 2. Psychology or Sociology

III. Patterns of Meaning (8 courses)

- A. Religion
 - 1. _____
 - 2. _____
- B. Philosophy
 - 1. _____
 - 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Fine Arts or Foreign Language
 - _____
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

- 1. _____
- 2. _____
- 3. _____
- 4. _____

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD***I. Powers (5 courses)**

- A. Writing I
• **ENG 107** College Writing I
- B. Writing II
• **ENG 108** College Writing II
- C. Numbers
• _____
- D. Speech
• **COM 150** Public Speaking
- E. Information Technology
• **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
• _____
- B. Social Science
1. Economics or Political Science
2. Psychology or Sociology

III. Patterns of Meaning (11 courses)

- A. Religion
1. _____
2. _____
- B. Philosophy
1. _____
2. _____
- C. Literature¹
1. _____
2. _____
- D. History
1. _____
2. _____
- E. Fine Arts
1. _____
2. _____
- OR
- Foreign Language
1. _____
2. _____
- Concentration Option
• _____

Students will select an approved third course in one of the Patterns areas.

IV. Major Requirements (number varies by department)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives (number varies)

1. _____
2. _____
3. _____
4. _____

¹ May be in English Literature or in Foreign Literature in English Translation.

***This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic advisor for proper selection of courses.**

ASSOCIATE IN LIBERAL ARTS BUSCA CURRICULUM PROGRESS CHART

I. Powers (5 Courses)

- A. Writing I
 - **ENG 107 BS** Writing for Non-Native Speakers
- B. Writing II
 - **ENG 108 BS** College Writing II
- C. Numbers
 - **MTH 150 BS** Mathematics Myths and Realities
- D. Speech
 - **BSCA 150** English for Academic Purposes
embeds COM 150
- E. Information Technology
 - **CSC 151 BS** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 Courses)

- A. Natural Science
 - **BIO 158 BS** Life Science: A Human Approach
- B. Political Science
 - **POL 151 BS** Principles of American Government
- C. Sociology
 - **SOC 150 BS** Principles of Sociology

III. Patterns of Meaning (12 courses)

- A. Religion
 - 1. **REL 211 BS** The New Testament
 - 2. **REL 220 BS** Catholicism in the Modern World
- B. Philosophy
 - 1. **PHL 151 BS** The Human Person
 - 2. **PHL 206 BS** Social and Political Philosophy
- C. Literature
 - 1. **LIT 150 BS** Themes in Literature and Culture
 - 2. **LIT 250 BS** Writers and their Worlds
- D. History
 - 1. **HIS 300 BS** History of the United States to 1877
 - 2. **HIS 305 BS** The United States from 1877 to the Present
- E. Foreign Language
 - 1. **BSCA 150** English for Academic Purposes
 - 2. **BSCA 150** English for Academic Purposes
- F. Concentration Option
 - **BSCA 150** English for Academic Purposes
- G. Foreign Language
 - **BSCA 250** English for Academic Purposes

BUSCA (BILINGUAL UNDERGRADUATE STUDIES FOR COLLEGIATE ADVANCEMENT) PROGRAM

BUSCA offers the Spanish-speaking community the degree of Associate of Arts with a concentration in English for Academic Purposes. The program of studies fulfills the core requirements of the School of Arts and Sciences and facilitates the students' transition to a Bachelor's degree program.

The BUSCA curriculum is designed to help the students become proficient in English in an educational environment that is comfortable and challenging. BUSCA also provides instruction in U. S. culture and history so that BUSCA graduates will be fully integrated citizens or residents.

Bilingual support services are available to all BUSCA students.

ADMISSION REQUIREMENTS

- An original high school or university transcript, or an original GED certificate
- A completed recommendation form
- Two essays, one in Spanish and one in English, describing the reasons for seeking admission
- Interviews with the administrative assistant and the director

BUSCA offers Spanish-speaking students a quality Catholic educational experience grounded in the Christian anthropological assumption that all are created in the image and likeness of God. BUSCA reflects the University's Catholic and Lasallian mission by educating Hispanic students so they can prosper spiritually, socially, and economically. BUSCA engages in educational programs designed to empower Hispanics to be bilingual/bicultural leaders in contemporary U.S. society.

BSCA 150

The primary objective of this English foundations course is to introduce the Spanish-speaking student to American English in the university context through spontaneous and directed oral, applied written and comprehensive syntax and reading exercises. The course also guides the Spanish-speaking student through the acculturation process into typical American culture and academic life at the university. The course includes an emphasis on cross-cultural communication skills, beginning reading and writing exercises, grammar-based themes, public speaking and other skills necessary to initiate a successful academic career.

BSCA 150 is the first course taken by a student entering the BUSCA program. It is a unique course for several reasons. First, it is a twelve-credit course. Second, the classes for this one course are spread out over four weeknights. Third, there are four components to this course (Grammar, Composition, Conversation and University Studies) and several instructors. Fourth, the student's final grade in all four components will be averaged together to form one final grade. Finally, BSCA 150 is unique because each student must earn a final grade of at least 70 out of 100 in order to continue in the BUSCA program. In other words, BSCA 150 is a prerequisite for all other courses in BUSCA.

BSCA 250 Course Description

BSCA 250 is the capstone course for the BUSCA student. This course provides the student with an integrated academic experience. Through a variety of classroom approaches, assignments and activities, the student will continue to develop his/her English language skills (listening, speaking, reading, and writing) and deepen his/her cross-cultural awareness. The structure of the course is wholly focused on preparing the student to find success in his/her post-BUSCA undergraduate endeavors.

SEQUENCE OF COURSES FOR BUSCA

Semester 1

BSCA 150	English for Academic Purposes Prerequisite for all other courses (12 credits)
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Semester 2

LIT 150	English for Academic Purposes: Literature
ENG 107	English for Academic Purposes: The Art of Writing 1
CSC 151	Introduction to Computer Science
REL 211	The New Testament

Semester 3

LIT 250	English for Academic Purposes: Literature 2 Prerequisite LIT 150
HIS 300	History of the United States until 1877
PHL 151	Philosophy: The Human Person
MTH 150	Mathematics: Overview of Mathematical Concepts

Semester 4

ENG 108	English for Academic Purposes: The Art of Writing 2 Prerequisite ENG 107
PHL 206	Political and Social Philosophy
SOC 150	Principles of Sociology
REL 220	The Catholic Church Today

Semester 5

BIO 158	Biology: A Human Approach
POL 151	Principles of American Government
HIS 305	History of the United States: 1877 to the Present
BSCA 250	English for Academic Purposes: Capstone Seminar Prerequisite ENG 108 (Students who want to continue in a Bachelor's degree program must pass this course with a minimum final grade of "C"; in addition, a minimum G.P.A. of 2.0 is required to receive the Associate's Degree.)

BUSCA students may apply to a Bachelor's degree program only upon graduation from BUSCA with the Associate's degree and a minimum final grade of "C" in BSCA 250.

BUSCA

BUSCA ofrece a la comunidad hispano-hablante el grado de Asociado en Artes Liberales con una concentración en "English for Academic Purposes." El programa de estudios reúne los requisitos básicos de la Facultad de Artes y Ciencias y facilita la transición del estudiante a un programa de bachillerato universitario.

El currículum de BUSCA aborda las aspiraciones de los estudiantes en hacerse proficientes en el inglés mientras se les brinda un ambiente educativo donde el estudiante se siente como en casa, apreciado, y retado académicamente. BUSCA también brinda instrucción sobre la cultura e historia de los Estados Unidos para que los graduados se integren en la sociedad estadounidense contemporánea y sean ciudadanos o residentes bien informados.

BUSCA ofrece apoyo académico y administrativo bilingüe a todos los estudiantes.

REQUISITOS DE ADMISIÓN

- Un certificado original de una escuela secundaria, de una universidad, o GED
- Un formulario de recomendación
- Dos ensayos, uno en español y el otro en inglés, describiendo las motivaciones para estudiar en BUSCA
- Una entrevista con la asistente administrativa
- Una entrevista con el director

SECUENCIA DE CURSOS PROGRAMA BUSCA

Semester 1

BSCA 150	English for Academic Purposes Prerequisite for all other courses
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Semester 2

LIT 150	English for Academic Purposes: Literature
ENG 107	English for Academic Purposes: The Art of Writing 1
CSC 151	Introduction to Computer Science
REL 211	The New Testament

Semester 3

LIT 250	English for Academic Purposes: Literature 2 Prerequisite LIT 150
HIS 300	History of the United States until 1877
PHL 151	Philosophy: The Human Person
MTH 150	Mathematics: Overview of Mathematical Concepts

Semester 4

ENG 108	English for Academic Purposes: The Art of Writing 2 Prerequisite ENG 107
PHL 206	Political and Social Philosophy
SOC 150	Principles of Sociology
REL 220	The Catholic Church Today

Semester 5

BIO 158	Biology: A Human Approach
POL 151	Principles of American Government
HIS 305	History of the United States: 1877 to the Present
BSCA 250	English for Academic Purposes: Capstone Seminar Prerequisite ENG 108 (Para poder seguir en un "Bachelor degree program," hay que aprobar BSCA 250 con una nota mínima de "C". El "Associate Degree" require un G.P.A. mínimo de 2.0.)

Los estudiantes de BUSCA podrán solicitar admisión a un "Bachelor Degree program" una vez aprobada BSCA 250 con una nota mínima de "C" y una vez que se gradúe de BUSCA con el "Associate Degree."

THE ASSOCIATE IN ARTS DEGREE

The Associate in Arts in Liberal Arts degree is structured like the Bachelor's degree programs, but requires only half as many (60) credit hours to attain. The courses which fulfill the requirements for the Associate degree can be applied to the Bachelor's degree.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills and abilities.

The program of study leading to a Bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, Major Requirements, and Free Electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements.)

The Bachelor of Arts degree can be earned in Criminal Justice, Psychology, and Religion.

The Bachelor of Science degree can be earned in Information Technology. The Bachelor of Social Work can also be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work are explained on the following pages.

SOCIAL WORK PROGRAM

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The Program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills and values of the social work profession. Building upon the liberal arts foundation of the university, the Program prepares students for generalist social work practice in the urban community.

Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings. The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts, and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (B.S.W.), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study. Many M.S.W. (Master in Social Work) programs offer advanced standing to qualified B.S.W. graduates, which can reduce the time required to obtain the M.S.W. from two years to one year.

COURSE DESCRIPTIONS


All courses are listed alphabetically by department. Courses with no semester designation are usually offered on a rotating basis. Consult course rosters.


KEY


(F) Offered in Fall term


(S) Offered in Spring term

(F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.

 Identifies courses that have been designated as writing intensive.

 Identifies courses that have been designated as "Understanding at Home."

 Identifies courses that have been designated as "Understanding Abroad."

 Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ART AND ART HISTORY

Patricia Haberstroh, Ph.D., Chair

PATTERNS COURSES

■ FINE ARTS

- **ART 151, 152, 160**
- Any 200 level course in the Art History section.
- Any 300 level course in the Art History section.

Students should take **ART 151** or **152** or **160** before taking 300 level courses.

COURSE DESCRIPTIONS

ART 151

VISUALIZING THE SACRED
3 credits

This course will acquaint students with the basic elements of visual literacy through an exploration of sacred visual imagery in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of sacred imagery in the context of particular societies. Painting, sculpture, architecture, and miscellaneous arts will be discussed.

ART 152

VISUALIZING THE SELF AND OTHERS
3 credits

This course will acquaint students with the basic elements of visual literacy through an exploration of portraiture in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design and form while exploring the meanings of portraiture, including self portraits, in the context of particular societies and in the lives of various artists and their subjects. Painting, sculpture, and miscellaneous arts will be discussed as appropriate.

ART 160

INTRODUCTION TO THE VISUAL AND PERFORMING ARTS
3 credits

An introduction to the visual and lively arts, with a focus on painting, sculpture, dance, music, and theatre. Students will learn the basic forms associated with each of these arts and will develop their understanding and appreciation of varied art forms. Special emphasis will be placed on the use of the arts in the elementary classroom, especially as supplements to other subjects. Multiple intelligences, practical applications, and artistic development will all be discussed. Prerequisites: This course is primarily designed for ESE majors, but is open to others by permission of the Chair.

ART 201-202

HISTORY OF ART I AND II
3-6 credits

A chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis on identification and comprehension of styles, monuments and traditions. Art 201 covers prehistoric art to ca. 1400; Art 202 covers the Renaissance to the 20th century.

ART 206

PAINTING FROM DAVID TO VAN GOGH
3 credits

Painting's evolution, content, and style, from ca. 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism.

ART 208

THE ARTISTIC GLORY OF CHINA AND JAPAN



A study of the visual splendor of Chinese art and culture from the Early Bronze Age to the Cultural Revolution of the 20th century. An examination of the golden ages of visual arts and dynamic creativity that brought Japan to high international status in the 20th century.

ART 210

WOMEN AND ART
3 credits



Encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas which have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art.

ART 211

AMERICAN ARCHITECTURE
3 credits



This course presents the major trends which mark the architectural history of the United States from roughly the second half of the nineteenth century through the present. Emphasis will be on architects and styles which have had a significant and lasting impact on the urban landscape of America, with particular attention to such centers as Chicago, New York, and Philadelphia. Architects to be discussed include Frank Lloyd Wright, Mies van der Rohe, Philip Johnson, Robert Venturi, and Frank Gehry.

ART 270

SPECIAL TOPICS IN ART HISTORY
3 credits

Topics vary from semester to semester. May be repeated for credit if course material is essentially different.

ART 313

THE RENAISSANCE IN ITALY
3 credits

A study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100 or 200 level art history course or permission of instructor.

ART 319

MODERN ART
3 credits

Study of developments in late 19th and early 20th century art as they pertain to the rise of modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Prerequisite: 100 or 200 level art history course or permission of instructor.

ART 370

SPECIAL TOPICS IN ART HISTORY

3 Credits

Emphasis on art movements or groups of artists. Topics vary from semester to semester. May be repeated for credit if course material is essentially different.

STUDIO COURSES:**ART 260-1**

OIL PAINTING

3-6 credits

Introduction to basic techniques of painting, drawing and perspective. Preparation of canvas and media.

BIOLOGY

Norbert F. Belzer, Ph.D., Chair

FRAMEWORKS COURSES

- Natural Science
- BIO 157, 158

COURSE DESCRIPTIONS**BIO 157**

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH

3 credits/Frameworks

A foundation biology course for non-majors that places an emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students' lives. Topics will include human influence on patterns and products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

BIO 158

LIFE SCIENCE: A HUMAN APPROACH

3 credits/Frameworks

A foundation biology course for non-majors that places emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of life and establish a relevance to students' lives. Topics include: maintaining dynamic equilibrium in humans, human reproduction and inheritance, human growth and differentiation.

BIO 161-162

ANATOMY AND PHYSIOLOGY

4 credits

A basic course in the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours of lecture, two hours of laboratory; two terms. BIO 161 is a prerequisite for BIO 162.

BIO 163

CLINICAL MICROBIOLOGY

4 credits

Structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

CHEMISTRY

Thomas S. Straub, Ph.D., Chair

FRAMEWORKS COURSES

- NATURAL SCIENCE
- CHM 150, 152

COURSE DESCRIPTIONS**CHM 111**

GENERAL CHEMISTRY - PART 1

4 credits

Provides a firm theoretical basis for understanding the fundamentals of chemistry in the field of inorganic chemistry. Includes stoichiometry, the state of matter, thermochemistry, atomic and molecular structure, and the periodic chart. The descriptive chemistry is concerned principally with the nonmetals. Three hours lecture, three hours laboratory.

CHM 112

GENERAL CHEMISTRY - PART 2

4 credits

Topics include solutions, acid-base equilibria, ionic equilibria, oxidation and reduction, electrochemistry and kinetics. The laboratory experiments are designed to illustrate lecture topics. Three hours lecture, three hours laboratory. Prerequisite: CHM 111 with a grade of C- or better.

CHM 150

CONSUMER CHEMISTRY

4 credits/Frameworks

A non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include: energy, pharmaceuticals, environmental effects, food additives, and synthetic materials. No prior knowledge of chemistry required. Four hours lecture/laboratory sessions.

CHM 152

INTRODUCTORY FORENSIC SCIENCE

4 credits/Frameworks

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed and evaluated. Of necessity, the course will be numerical in nature, but not math intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics and other fields and will employ hands-on learning activities and laboratories, group work and the traditional lecture format to convey the course material. Four hours lecture/laboratory sessions.

CHM 161
CHEMISTRY OF THE LIFE SCIENCES
4 credits

A terminal course for students who wish to obtain a general knowledge of chemistry with emphasis on the processes in the body and in nature. Descriptive and some quantitative principles discussed. Prerequisite: high school algebra. Three hours lecture, three hours laboratory.

COMMUNICATION

Lynne A. Texter, Ph.D., Chair

POWERS COURSE

- **SPEECH**
- **COM 150**

COURSE DESCRIPTIONS

COM 102
INTERPERSONAL COMMUNICATION
3 credits



This course is designed to create an awareness of the role of communication in our interpersonal interactions. Students will be introduced to basic concepts and theories associated with interpersonal communication, and how those concepts and theories might apply in everyday communication practices. The concepts discussed in this class can empower you to better understand who you are, develop more meaningful personal and professional relationships, manage conflicts more effectively, and communicate effectively with individuals from other cultural groups.

COM 150
PUBLIC SPEAKING
3 credits/Powers

The course provides practical experience preparing, delivering, and evaluating oral presentations. Students are challenged to think critically and speak effectively about a variety of topics. The presentations require research, organization, and preparation. The formal assignments consist of informative, persuasive, special occasion, and group speeches. Students participate in the class as both presenter and evaluator. In addition, students participate in impromptu speaking exercises, critique videotaped speeches, and write speech analysis papers.

COM 206
FUNDAMENTALS OF JOURNALISM
3 credits



Reporting and interviewing techniques, newswriting, copy editing and headline writing, the editorial, the feature story, newspaper makeup and design, libel, and the responsibility of the press.

COM 207
PRINCIPLES OF PUBLIC RELATIONS
3 credits

H

This course provides a survey of the diverse and growing field of public relations. The course proceeds from a historic overview of the PR field to introduce students to the process of public relations management and some of the skills required of practitioners. In addition, the course investigates

public relation practices in a variety of contexts and examines the role of public relations in society.

COM 302
BROADCAST NEWSWRITING
3 credits



Introduction to and application of newswriting for radio and television, including hard news, features, and documentary formats.

COM 303
SCRIPTWRITING
3 credits



Introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

COM 357
PUBLIC RELATIONS WRITING
3 credits



Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles and practices of public relations writing. With an emphasis on the process of planning and pre-writing as the basis for successful writing efforts, students will learn how to produce press releases, backgrounders, brochures, newsletter articles, public service announcements, and a variety of other pieces.

COMPUTER SCIENCE

Course listings under Mathematics & Computer Science

CRIMINAL JUSTICE

Course listings under Sociology, Social Work and Criminal Justice

ECONOMICS

H. David Robison, Ph.D., Chair

FRAMEWORKS COURSE

- SOCIAL SCIENCE
- ECN 150

COURSE DESCRIPTIONS

ECN 150

INTRODUCTORY MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY I
3 credits/Frameworks



After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the US and other countries.

ECN 201

INTRODUCTORY MICROECONOMICS: BUSINESS FIRM AND MARKET
ANALYSIS I
3 credits

This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like: economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150

ECN 213

INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

Basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation.

ECN 333

ECONOMICS OF INTERNATIONAL BUSINESS
3 credits



This course examines trade theory and applies the theory to firms with international operations. It introduces the cultural, environmental, and ethical issues facing international businesses and provides broader context for international operations by examining trade policy, foreign exchange markets, and the balance of payments. (Formerly ECN 305). Prerequisite: ECN 150 and 201; MTH 114 or 120; Junior standing or permission of Department Chair

ECN 340

AMERICAN ECONOMIC HISTORY
3 credits



Describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic eco-

omic concepts and theories of growth to significant historical questions. Prerequisite: ECN 150.

ENGLISH AS A SECOND LANGUAGE (ESL)

(see Foreign Languages and Lit.)

ENGLISH

Kevin J. Harty, Ph.D., Chair

Stephen P. Smith, Ph.D., Assistant Chair

POWERS COURSES

- WRITING
- ENG 107, 108

PATTERNS COURSES

- LITERATURE
- ENG 150, 250)

CONCENTRATION OPTION

Any 300- or 400-level literature course

COURSE DESCRIPTIONS

ENG 107 (F, S)

COLLEGE WRITING I
3 credits / Powers

Instruction in the writing process, in invention, and in necessary grammatical and organizational skills. Emphasis on expository writing.

ENG 108 (F, S)

COLLEGE WRITING II
3 credits / Powers

Instruction in planning and executing writing assignments common to all disciplines. Emphasis on essays about readings and on the library paper. Prerequisite: Waiver of or ENG 107.

ENG 150 (F, S)

THEMES IN LITERATURE AND CULTURE
3 credits / Patterns

This introductory course offers a thematic approach to literature in a cultural context and will include the study of works from at least two genres. Topics vary by section. The course is designed to teach students how to read, write, and think about primary texts.

ENG 180 (F, S)

INTRODUCTION TO LITERARY STUDY

3 credits / Patterns

Required of all day English majors in lieu of English 150, this introductory course acquaints students with fundamental principles and practices of studying literature, with a general overview of literary periods and genres and theories, and with library and database resources essential for this discipline.

ENG 218 (F, S)

ADVANCED COMPOSITION

3 credits

A course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences: essays, articles, and reviews. Attention will be paid to a writer's method and audiences. Prerequisite: ENG 108.

ENG 243

RELIGION AND CONTEMPORARY LITERATURE

3 credits

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of poetry, fiction, and drama. Cross listed as REL 243.

ENG 250 (F, S)

WRITERS AND THEIR WORLDS

3 credits / Patterns

In this intermediate literature course, students will read closely the works of three to five writers from various periods and at least two genres in light of their cultural, biographical, and historical contexts.

ENG 261

LITERATURE AND CULTURE OF GREAT BRITAIN BEGINNINGS TO 1700

3 credits/Patterns

This survey course considers important authors and works of British literature from its beginnings to 1700 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including early Celtic literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Medieval literature, Renaissance literature, Early Modern literature, and Restoration literature.

ENG 262

LITERATURE AND CULTURE OF GREAT BRITAIN 1700-1900

3 credits/Patterns

This survey course considers important authors and works of British literature from 1700 to 1900 within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Neo-classicism, Romanticism, and Victorianism.

ENG 263

LITERATURE AND CULTURE OF GREAT BRITAIN SINCE 1900

3 credits/Patterns

This survey course considers important authors and works of British literature from 1900 to the present within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including Irish literature, but also a broad understanding of

the cultural and aesthetic underpinnings indicated by terms like Modernism and Post-modernism.

ENG 266

LITERATURE AND CULTURE OF AMERICA BEGINNINGS TO 1860

3 credits/Patterns

This survey course considers important authors and works of early American literature from its beginnings to the Civil War. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Faith, the Age of Reason and Revolution, Transcendentalism, and the American Renaissance.

ENG 267

LITERATURE AND CULTURE OF AMERICA 1861 TO 1911

3 credits/Patterns

This survey course considers important authors and works of American literature from the beginning of the Civil War to the pre- World War I period. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Realism.

ENG 268

LITERATURE AND CULTURE OF AMERICA SINCE 1912

3 credits/Patterns

This survey course considers important authors and works of American literature from the publication of Poetry magazine in 1912 to the present. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism, Post-modernism, and New Journalism.

ENG 300

THE GRAMMARS OF ENGLISH AND THE WRITING PROCESS

3 credits

This course introduces students to the systematic structures of English sentences and the practical applications of these systems in writing. Students investigate the meaning of a "language standard" and the controversy surrounding it, with emphasis placed on sentence combining and generative rhetoric as well as the contributions of traditional, structural, and transformational-generative studies to our understanding of English "grammar."

ENG 301

HISTORY OF THE LANGUAGE/WRITING TEXT AND CONTEXT

3 credits

Open to all students, this course is especially designed to allow educators to fulfill the complementary state competency requirements in history of the language and in the teaching of writing. Using literary texts drawn from the Old, Middle, Early Modern, and Modern periods of English, students will look at how language change has dictated the ways in which we read, examine, and write texts, both our own and those of others. Further discussions will include theories of composition, approaches to the writing process, and guidelines for the use of literary texts from the historical periods studied in this course to design and evaluate writing assignments for students at the middle and secondary school levels..



ENG 302
LANGUAGE AND PREJUDICE
3 credits



This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language systems and stylistic analysis.

ENG 303 (F, S)
WRITING FOR BUSINESS
3 credits

By providing instruction in planning and executing effective business writing, this course helps students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports.

ENG 305
FICTION WRITING I
3 credits

An introduction to the writing of fiction.

ENG 306
POETRY WRITING
3 credits

A workshop in the writing of poetry.

ENG 307
PLAYWRITING
3 credits

A study of the art of playwriting from the traditional and contemporary point of view. Guided writing of a one-act play.

ENG 308
LEGAL WRITING
3 credits



Legal Writing is a challenging yet practical course in the reading, planning, and writing of effective legal documents (legal letters and memoranda, briefs, contracts, and personal statements for applications to law schools). It is designed for students planning careers in areas such as law, business, communication, and media studies.

ENG 310
EDITING AND PUBLISHING
3 credits

Workshop approach to provide students with experience in judging manuscripts, proofreading, typographical design, and production of short documents: e.g., forms, resumes, flyers, brochures, and newsletters. Introduction to and use of desktop publishing software.

ENG 315
YOUNG ADULT LITERATURE
3 credits/Concentration Option

In this course, attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other topics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media. Aimed at preparing prospective

and actual teachers, librarians, and parents to understand and to direct the reading of young adults.

ENG 316
LITERARY THEORY AND CRITICISM
3 credits



Readings and discussion of major critical texts in their historical setting, emphasizing the critical theories of the last several decades.

ENG 324 (F, S)
SHAKESPEARE
3 credits/Concentration Option



This course considers selected poems and plays, including tragedies, comedies, history plays, and romances, exploring the literary, dramatic, and historical dimensions of Shakespeare's art.

ENG 330
WEB DESIGN
3 credits

Web Design is an introduction to the practice of World Wide Web document design, grounded in an understanding of the Web's development and theories of graphics and communication. The course focuses on researching, creating, revising, and editing Web sites, using "hard code" and applications-based layout and editing. Not to be taken with DART 230.

ENG 335
WOMEN WRITERS
3 credits/Concentration Option



This course examines women's literary traditions by surveying works of women writers from several historical periods.

ENG 336
ETHNIC AMERICAN LITERATURE
3 credits / Concentration Option



In this course, although topics vary from section to section, students read and discuss American ethnic writers including but not limited to ethnic groups such as African Americans, Native Americans, Hispanic Americans, and Asian Americans. Primary texts span American history, while secondary readings include contemporary critical theory.

ENG 337
WORLD LITERATURE, THE WESTERN TRADITION
3 credits / Concentration Option



This course surveys the literature of Western Europe from the ancient Greeks to the modern period, emphasizing drama and narrative in their many forms. Literary works will be studied in relationship to their historical and cultural contexts.

ENG 338
WORLD LITERATURE, THE NON-WESTERN TRADITION
3 credits / Concentration Option



This course considers primarily 20th and 21st century readings in selected works from Africa, Asia, Latin America, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background.

ENG 354

CONTEMPORARY FICTION

3 credits / Concentration Option

This course considers novels and short fiction from roughly 1950 to the present, focusing on works that may include both Western and non-Western authors.

**ENG 355**

CONTEMPORARY DRAMA

3 credits / Concentration Option

This course considers developments in world drama from roughly 1950 to the present, including works performed on and off Broadway, in London's West End, fringe theaters, and innovative regional theaters. Special attention may be given to emerging third world, minority, and women dramatists.

**ENG 356**

CONTEMPORARY POETRY

3 credits / Concentration Option

This course considers trends and significant achievements in poetry from roughly 1950 to the present. Although its emphasis is on poetry written in English, poems in translation may be included.

**ENG 357**

LIVING AMERICAN WRITERS

3 credits / Concentration Option

Students read from the works of 4-5 well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

**ENG 370-79**

SPECIAL TOPICS

3 credits/Concentration Option

Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

**ENG 402 (F, S)**

TOPICS IN CREATIVE AND PROFESSIONAL WRITING II

3 credits

Special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. May be repeated for credit. Cross listed as COM 402.

ENG 405-06

ADVANCED FICTION WORKSHOP

3 credits

Workshop format in the writing of fiction. Prerequisites: ENG 305. May be repeated for credit.

ENG 409

TECHNICAL PUBLISHING

3 credits

Directed practice in writing popular technical and scientific articles, technical reports and proposals, abstracts, and in using technical reference materials.

ENG 410

ELECTRONIC AUTHORING

3 credits

Electronic Authoring and Publishing explores the relationship between print and online media. Students hone their editorial and design skills as well as their computer skills and knowledge of several applications. While it is at once an advanced course in the practice of desktop publishing and in pre-print software, such as Quark Xpress, it also introduces students to non-print publishing concepts and practices, such as those of the World Wide Web.

ENG 435

WOMEN, LITERATURE, AND CULTURE

3 credits/Concentration Option

A study of feminist literary theory and an application of feminist literary criticism to a major writer, coterie, movement, or era.

**ENG 451**

STUDIES IN BRITISH LITERATURE TO 1500

3 credits / Concentration Option

In this course, students intensively study Medieval British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

**ENG 452**

STUDIES IN BRITISH LITERATURE 1500-1800

3 credits / Concentration Option

In this course, students intensively study British literature from the early modern period. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in light of their historical and cultural contexts, as well as continental traditions.

**ENG 453**

STUDIES IN BRITISH LITERATURE 1800-1900

3 credits / Concentration Option

In this course, students intensively study 19th century British literature. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

**ENG 454**

STUDIES IN BRITISH LITERATURE SINCE 1900

3 credits / Concentration Option

In this course, students intensively study British literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.



ENG 456**STUDIES IN AMERICAN LITERATURE TO 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from its beginnings to 1900. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

**ENG 457****STUDIES IN AMERICAN LITERATURE SINCE 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

**ENG 461-462 (F, S)****INTERNSHIP**

3-6 credits

Students may intern at a variety of sites including advertising and public relations firms, publishing and broadcasting companies, for-profit and non-profit organizations, and social service and health care agencies. Working under professional supervision 12-15 hours a week (3 credits) or 24-30 hours a week (6 credits), students learn how to apply their education to the everyday demands of the world of work. Required: junior or senior standing, 2.75 grade point average both overall and in the major, and recommendation of the internship coordinator.

FOREIGN LANGUAGES AND LITERATURES

Bernhardt G. Blumenthal, Ph.D., Chair

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES
ESL 150**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND AMERICAN CULTURE**

(Novice Level)

3 credits

Development of Basic skills in listening, speaking, reading, and writing English. Attention given to American Cultural values to strengthen language usage. Additional hours for Practicum in conversation are required.

ESL 260**ENGLISH LANGUAGE USAGE AND AMERICAN CULTURE**

(Intermediate Level)

3 credits

Assumes prior knowledge of spoken and written English. Continuing development of listening, speaking, reading, and writing skills in English language and explorations of American cultural values. Emphasis placed on various disciplinary approaches. Additional hours for Practicum in conversation are required.

ESL 280**ADVANCED CONVERSATION AND COMPOSITION**

(Intermediate High Level)

3 credits

This course follows ESL 150 and 260 and is offered to speakers of limited-English proficiency. This course should be taken prior to WRT 107. A con-

tinuation of the developmental speaking, listening, reading, and writing skills with special emphasis upon refinement of speaking and writing skills. Reading materials will be used that reflect past and present American culture. Additional hours for Practicum in conversation are required.

WRT 107**WRITING FOR NON-NATIVE SPEAKERS**

(Advanced Level)

3 credits

Designed for non-native speakers who have achieved basic English language competency, this bridge course is a special section of the University's College Writing I course. Instruction in the writing process, invention, and in necessary grammatical and organizational skills. Emphasis on writing from personal experience. Upon successful completion, students may enroll in ENG 108. Prospective students should consult a Continuing Studies advisor or the coordinator.

LITERATURE IN TRANSLATION

PATTERNS COURSES

Literature:

- LIT 150, 250

LIT 150**MODERN EUROPEAN AND LATIN AMERICAN WRITERS**

3 credits/Patterns

An examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry, and drama. Short critical papers.

LIT 250**SELECTED TOPICS IN WESTERN LITERATURE**

3 credits/Patterns

An examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering or the examination of specific literary movements such as Romanticism, Neo-Classicism, Post-Modernism. Selected works of prose, poetry and drama. Short critical papers.

The English Department also offers courses that fulfill the core requirement in Literature.



FOREIGN LANGUAGE — CONVERSATION AND CULTURE

PATTERNS COURSES

German 150, Irish-Gaelic 150, Japanese 150, and Spanish 150, German 250, Irish-Gaelic 250, Japanese 250, Spanish 250, and Spanish 360

COURSE DESCRIPTIONS
German 150

CONVERSATION AND CULTURE I

3 credits/Patterns

An introductory course in conversation and culture in German. Students will develop elementary level ability in speaking German and will be introduced to the heritage and culture of Germany. No prior knowledge of German is required.

Irish-Gaelic 150

CONVERSATION AND CULTURE I

3 credits/Patterns

An introductory course in conversation and culture in Irish-Gaelic. Students will develop elementary level ability in speaking Irish-Gaelic and will be introduced to the heritage and culture of Ireland. No prior knowledge of Irish-Gaelic is required.

Japanese 150

CONVERSATION AND CULTURE I

3 credits/Patterns

An introductory course in conversation and culture in Japanese. Students will develop elementary level ability in speaking Japanese and will be introduced to the heritage and culture of the Japanese. No prior knowledge of Japanese is required.

Spanish 150

CONVERSATION AND CULTURE I

3 credits/Patterns

An introductory course in conversation and culture in Spanish. Students will develop elementary level ability in speaking Spanish and will be introduced to the heritage and culture of Hispanics. No prior knowledge of Spanish is required.

German 250

CONVERSATION AND CULTURE II

3 credits/Patterns

Continuation of introductory studies in conversation and culture in German. Development of ability to speak German plus information on the heritage and culture of German-speaking peoples. Assumes some prior knowledge of German (approximately one semester).

Irish-Gaelic 250

CONVERSATION AND CULTURE II

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Irish-Gaelic. Development of ability to speak Irish-Gaelic plus information on the heritage and culture of the Irish. Assumes some prior knowledge of Irish-Gaelic (approximately one semester).

Irish-Gaelic 260

IRISH LANGUAGE AND CULTURE

3 credits/Patterns

A conversational course in the Irish language together with an examination of the various aspects of Irish culture. Students will receive a brief introduction to Irish social, cultural and political history. There will also be presentations on Irish music, literature and film.

Japanese 250

CONVERSATION AND CULTURE II

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Japanese. Development of ability to speak Japanese plus information on the heritage and culture of the Japanese. Assumes some prior knowledge of Japanese (approximately one semester).

Spanish 250

CONVERSATION AND CULTURE II

3 credits/Patterns

Continuation of introductory studies in conversation and culture in Spanish. Development of ability to speak Spanish plus information on the heritage and culture of Hispanics. Assumes some prior knowledge of Spanish (approximately one semester).

Spanish 360

READING STRATEGIES IN SPANISH

3 credits/Patterns

An introduction to reading strategies involving Spanish texts. Readings include short features on topical subjects. Assumes some prior knowledge of Spanish (approximately two semesters).

Special Topic

SPANISH FOR HISPANICS-IN SPANISH

3 credits

This advanced course in Spanish is for native speakers of the language; its principal goal is to develop and refine oral and written skills of students whose dominant language is Spanish. The course includes extensive reading selections which form the basis for oral and written composition. Students will also receive extensive review of the grammatical and syntactical structure of the language.

FOREIGN LANGUAGES

PATTERNS COURSES

FRN, GER, SPN 101-102

COURSE DESCRIPTIONS

FRENCH
FRN 101-102

ELEMENTARY FRENCH

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

FRN 201-202

INTERMEDIATE FRENCH

3-6 credits

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understand-

ing of the in-depth culture of France through presentations on its traditions of art, music and literature.

GERMAN

GER 101-102

ELEMENTARY GERMAN

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

GER 201-202

INTERMEDIATE GERMAN

3-6 credits

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth culture of German-speaking countries through presentation on their traditions of art, music, and literature.

SPANISH

SPN 101-102

ELEMENTARY SPANISH

3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

SPN 201-202

INTERMEDIATE SPANISH

3-6 credits

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

SPN 301-302

CONVERSATION AND COMPOSITION

3-6 credits

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church and family).

SPN 307

COMMERCIAL SPANISH

3 credits

Intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

SPN 311-312

SURVEY OF SPANISH LITERATURE

3-6 credits

An introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

SPN 313

SURVEY OF SPANISH AMERICAN LITERATURE

3 credits

Reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

SPN 321

SURVEY OF SPANISH CIVILIZATION

3 credits

A cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

SPN 322

SURVEY OF SPANISH AMERICAN CIVILIZATION

3 credits

A cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

SPN 350-351

INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES

3-6 credits

Linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

SPN 480

SEMINAR

3 credits

Topics of investigation vary from semester to semester.



GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

Henry A. Bart, Ph.D., Chair

GEOLOGY

FRAMEWORKS COURSES

- NATURAL SCIENCE
- GEO 150, 151, 152, 153, 154

COURSE DESCRIPTIONS

GEO 150

PLANET EARTH

4 credits/Frameworks

An introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, Continental Drift, and mountain building. Three hours lecture, two hours laboratory.

GEO 151

ENVIRONMENTAL GEOLOGY

4 credits/Frameworks

An introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152

OCEANOGRAPHY

3 credits/Frameworks

A study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

GEO 154

ASTRONOMY

3 credits/Frameworks

A contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth and the possibility of extraterrestrial intelligence. Three hours lecture.

PHYSICS

FRAMEWORKS COURSE

- PHY 150

COURSE DESCRIPTIONS

PHY 105

GENERAL PHYSICS I

4 credits

Vectors, elementary mechanics of point particles and rigid bodies, gravitation. Prerequisite: MTH 120. Three hours lecture, three hours laboratory

PHY 106

GENERAL PHYSICS II

4 credits

Simple harmonic motion and waves. Elementary optics, electromagnetism and DC circuits. Prerequisite: PHY 105. Three hours lecture, two hours laboratory. Prerequisite, MTH 120. Three hours lecture, three hours laboratory.

PHY 120

SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

A study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

PHY 121

WOMEN, MEN; SCIENCE, TECHNOLOGY

3 credits

An exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women.

PHY 150

SOME REVOLUTIONS IN PHYSICS

3 credits/Frameworks

A non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity.

PHY 201 (F)

COMPUTER ELECTRONICS I

3 credits

Full and Half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/ DEMUX; memory; op codes; fetching; computer assembly programming concepts. Prerequisite: CSC 157 and MTH 161, or permission of department chair.

PHY 202 (S)

COMPUTER ELECTRONICS II

3 credits

Basic electronics, including resistors, capacitors, diodes, transistors and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201

HISTORY

Stuart Leibiger, Ph.D., Chair

PATTERNS COURSES

■ HISTORY

- HIS 151, 251

COURSE DESCRIPTIONS

HIS 151

GLOBAL HISTORY TO 1500
3 credits/Patterns

Examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 251

GLOBAL HISTORY 1500 TO PRESENT
3 credits/Patterns

A study of the evolution and interactions of the cultures of Europe, America, Africa, and Asia from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. (Formerly History 150)

Area I United States History

HIS 300

THE UNITED STATES TO 1877
3 Credits/Core Concentration

Traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

HIS 305

THE UNITED STATES FROM 1877 TO PRESENT
3 credits

The second half of the survey begun by the core concentration course, HIS 300. Covers the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324

HISTORY OF PHILADELPHIA
3 credits

The historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00. (Formerly HIS 224)



HIS 329

THE AMERICAN WOMAN
3 credits

An in-depth analysis of the experience of women in American culture. Special attention to the women's rights movement, women and the Industrial Revolution, and women in World War I, and World War II. (Formerly HIS 229)



HIS 331

AMERICA'S MILITARY PAST
3 credits

The impact of the America military establishment upon American society, and the formation of defense strategy and foreign policy. (Formerly HIS 231)

HIS 333

THE AMERICAN IMMIGRANT
3 credits

The history of immigration to America and the ethnic impact upon American institutions. (Formerly HIS 233)



HIS 337

THE BLACK EXPERIENCE IN AMERICA
3 credits

The main themes in Black history from the African experience to the present, with special attention paid to slavery, protest movements, civil rights, and Black achievement. (Formerly HIS 237)



HIS 341

RUSSIAN-AMERICAN DIPLOMATIC HISTORY
3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

HIS 342

HISTORY OF THE WESTWARD MOVEMENT IN AMERICA
3 credits

A study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West. (Formerly HIS 242)

HIS 347

PRESIDENTIAL POLITICS: ROOSEVELT TO REAGAN
3 credits

Historical analysis of presidential campaigns from 1900-1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities. (Formerly HIS 247)

HIS 402

THE AMERICAN REVOLUTION
3 credits

An intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements. (Formerly HIS 302)

HIS 413

JEFFERSONIAN-JACKSONIAN DEMOCRACY

3 credits

A detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 313)

HIS 415

THE AMERICAN CIVIL WAR

3 credits

A detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox. (Formerly HIS 315)

HIS 425

AMERICA AS A WORLD POWER, 1939-PRESENT

3 credits

The growth of government involvement at home and abroad since 1939; reading and analysis of original documents. (Formerly HIS 325)

HIS 429

THE EMERGENCE OF MODERN AMERICA, 1877-1913

3 credits

The nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization. (Formerly HIS 329)

HIS 447

THE UNITED STATES IN THE PACIFIC BASIN

3 credits

The interrelationship of the United States and the East Asian world in the modern period.

Area II European History**HIS 310**

EUROPE TO 1400

3 credits

Traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

HIS 311

EUROPE FROM 1400 TO PRESENT

3 credits

Surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325

IMPERIALISM IN THE MODERN WORLD

3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century. (Formerly HIS 225)

HIS 328

WOMEN AND HISTORY

3 credits

The history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to the explanations of changed status in successive historical eras; e.g., The Greeks, The Romans, etc. (Formerly HIS 228)

HIS 335

GREEK CIVILIZATION

3 credits

A survey that stresses the development of Greek civilization until the death of Alexander the Great. (Formerly HIS 235)

HIS 336

THE ROMAN EMPIRE

3 credits

A survey that places a special emphasis upon the Roman Republic and the Empire until 476 A.D. (Formerly HIS 236)

HIS 338

THE EARLY MIDDLE AGES

3 credits

A study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures. (Formerly HIS 238)

HIS 339

THE LATER MIDDLE AGES

3 credits

A study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe. (Formerly HIS 239)

HIS 343

MODERN EUROPE TO 1870: THE AGE OF REVOLUTIONS

3 credits

A survey of Europe centered on the political and social development in Germany and France, and the impact of Russia's rise to world power. (Formerly HIS 241)

HIS 345

MODERN EUROPE SINCE 1870: THE AGE OF VIOLENCE

3 credits

A detailed survey of Europe in the last hundred years. (Formerly HIS 242)

HIS 348

SLAVIC AND EASTERN EUROPEAN HISTORY

3 credits

An examination of the rise of Slavic civilization and the present problems of Eastern Europe. (Formerly HIS 248)

HIS 440

MODERN IRELAND

3 credits

An examination of the major political, social, and economic developments in Ireland since the Famine of 1845. (Formerly HIS 340)



HIS 452

THE SOVIET UNION
3 credits

A survey of Soviet Russia's evolution from its beginning in 1917 to the present.

HIS 458

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

A detailed analysis of the decay of the Empire, the rise of the welfare state, and the impact of both on English life. (Formerly HIS 358)

Area III Non-Western History**HIS 303**

ASIA, AFRICA, AND THE AMERICAS: 1920 TO PRESENT
3 credits

Traces the beginnings of the breakdown of Western colonialism after World War I, and the devolution of European power and decolonization after World War II. Examines the problems of independence, North-South differences, the idea of the "Third World," the impact of the Cold War, the new economic centers of Asia, apartheid, terrorism, and the prospects for the new century.

HIS 307

LATIN AMERICA THE COLONIAL PERIOD
3 credits

A survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America. (Formerly HIS 231)

HIS 308

LATIN AMERICA IN REVOLUTION
3 credits

Revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America. (Formerly HIS 232)

HIS 325

IMPERIALISM IN THE MODERN WORLD
3 credits

A study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century. (Formerly HIS 225)

HIS 344

TOPICS IN AFRICAN HISTORY
3 credits

An account of the empires, tribes, and development of Africa from earliest times to the present. (Formerly HIS 244)

HIS 346

EAST ASIA IN THE MODERN WORLD
3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence. (Formerly HIS 246)

HIS 370-470

SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

Other Courses

Depending on the specific topic, these courses can be taken for either Area I, II, or III.

HIS 340

TOPICS IN MODERN HISTORY
3 credits

An examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 460

DIRECTED READINGS
3 credits

Readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

HIS 480-485

SEMINARS
3-6 credits

Methodology and historiography; bibliographical essay required in 480; seminar research paper required in 481.

HUMANITIES**Humanities 100**

READINGS: THE HUMANITIES
1 credit

Independent reading of important books in literature, history or the social sciences. No regular class meetings. Essay examination or final research paper for Pass-Fail grade.

MATHEMATICS, COMPUTER SCIENCE, AND INFORMATION TECHNOLOGY

Linda J. Elliott, Chair

POWERS COURSES

■ INFORMATION TECHNOLOGY

- CSIT 154
- CSC 151

■ NUMBERS

- MTH 114
- MTH 150

REQUIREMENTS

Required for B.S. in Information Technology (17 Courses)

- CSIT 220
- CSIT 301
- CSIT 320
- CSIT 321
- CSIT 420
- CSIT 422
- CSIT 460
- CSC 230
- CSC 240
- CSC 280
- CSC 310
- Two additional upper division IT or Computer Science courses
- MTH 160
- MTH 161
- PHY 201
- PHY 202

COURSE DESCRIPTIONS

MATHEMATICS

MTH 101 (F)
INTERMEDIATE ALGEBRA
3 credits

Algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; systems of linear equations. NOTE: Not to be taken to fulfill major requirements. Students who have other college credits in Mathematics must obtain permission of the department Chair to enroll in this course.

MTH 114
APPLIED BUSINESS CALCULUS
4 credits

Introduction to functions and modeling. There will be a particular focus on mathematical modeling and business applications. Applications include: break-even analysis; compound interest; elasticity; inventory and lot size; income streams; supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Prerequisites: CSC 151; successful score on placement exam or MTH 101.

MTH 150
MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers

Overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen; logical reasoning, uses & abuses of percentages, interpreting statistical studies & graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and healthcare, lotteries and games of chance, and financial mathematics.

MTH 260
DISCRETE STRUCTURES I
3 credits

This course is the first half of a two-semester course in Discrete Mathematics. The intended audience of the course consists of Computer Science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

MTH 261
DISCRETE STRUCTURES II
3 credits

This course is the second half of a two-semester course in Discrete Mathematics. The intended audience of the course consists of Computer Science majors (both B.A. and B.S.) and IT majors. Topics in the course include number theory, matrix arithmetic, induction, counting, discrete probability, recurrence relations, and Boolean algebra. There will be an emphasis on applications to computer science. Prerequisite: MTH 260.

COMPUTER SCIENCE

CSC 151
INTRODUCTION TO COMPUTING USING PACKAGES
3 credits/Powers

Survey of computers and computer systems; problem solving and computer applications for business and social science. Introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use including electronic mail and the World Wide Web. Credit will only be given for one of CSC 151 and CSIT 154.

CSC 230
PROGRAMMING CONCEPTS AND GUIs
4 credits

Problem solving and programming using problem-based learning; programming in an integrated development environment such as Visual Basic .NET; control flow, iteration, modules, arrays, file processing, classes and objects, basic graphical-user interface concepts (forms and controls); computing software issues (piracy and viruses). Three hours of lecture and two hours of laboratory per week. Prerequisite: Computer Literacy.

CSC 240
DATABASE MANAGEMENT SYSTEMS
3 credits

Components of data base systems, data base models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed data-bases, social and ethical concerns. Implementation of case studies using a relational DBMS. Prerequisite: Computer Literacy.

CSC 280**OBJECT PROGRAMMING**

4 credits

Problem-solving using a high level object-oriented language, such as Java; analyzing problems, designing a solution, implementing a solution, testing and debugging; abstraction, encapsulation, inheritance; using, designing, creating and testing classes; selection, iteration; simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 230.

CSC 290**INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS**

4 credits

Continuation of CSC 280; abstract data types including lists, stacks, queues, and binary trees; recursive techniques; use of classes in the Java Collections Framework for problem solving. Three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 280.

CSC 310**COMPUTERS, ETHICS, AND SOCIAL VALUES**

3 credits

Laws regarding computer and information science; privacy and information use/misuse; cryptography; attacks on computer systems; aftermath of the September 11th attack; effects of computers on work and society; responsibilities and risks of computing. Prerequisite: CSIT 220 and CSC 240.

CSC 340**DATABASE WINDOWS AND INTERNET APPLICATIONS**

3 credits

Programming in Visual Basic (VB.NET) and Active Server Pages (ASP.NET) that supports work with databases; Models that support database access such as ActiveX Data Objects .NET (ADO.NET); Use of components class libraries; Design and development of solutions to problems using database tools and programming; Database driven Web sites. Prerequisite: CSC 230 and CSC 240.

CSC 354**DATA STRUCTURES**

3 credits

An object-oriented approach to a variety of data structures, together with their classic algorithms, run-time cost, and applications; stacks, queues, priority queues, trees; hash tables; graphs; recursion; searching and sorting. Prerequisite: CSC 290.

CSC 453**COMPUTER GRAPHICS**

3 credits

Introduction to computer graphics, beginning with elementary methods for picture generation; graphical methods for forming various geometric figures (lines, circles, polygons, etc.); representation of two- and three-dimensional objects; transformations, windows and clipping; hidden line/surface removal. Prerequisite: CSC 354.

CSC 456**ARTIFICIAL INTELLIGENCE**

3 credits

Introduction to an AI programming language such as LISP or PROLOG; AI in theory: knowledge representation and problem-solving techniques with production, blackboard, logic-based, and object-oriented systems; AI

in practice: game playing, expert, natural language understanding, learning, perceiving, and robotic systems. Prerequisite: CSC 280 and 340.

CSC 480**PROJECT DESIGN**

3 credits

Basic concepts and major issues of project design using a software engineering approach; project planning; cost estimation; requirements definition. Requires a team project to design a software system. Prerequisite: Senior Computer Science standing

CSC 481**PROJECT IMPLEMENTATION**

3 credits

A continuation of CSC 480; Implementation issues; programming language features; validation techniques; software maintenance. Requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 480

INFORMATION TECHNOLOGY**CSIT 154****INTRODUCTION TO INFORMATION TECHNOLOGY**

3 credits/Powers

Hardware and software components of a computing system; Internet, including electronic mail and the World Wide Web; introductory network concepts including internets and intranets; hands-on hardware; introductory operating system concepts; help desk software and concepts including tracking algorithms; computing ethics and social issues; licensing agreements (privileges and constraints); maintenance agreements; introductory programming.

CSIT 220**DATA COMMUNICATION NETWORKS**

3 credits

Current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, the ISO standards. Both local and wide area networks are examined. Student projects may include introductory LAN design and administration.

CSIT 301**COMPUTER ARCHITECTURE**

3 credits

Introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; hardware and software architecture components relative to memory management, I/O control and processing capabilities. Prerequisite: PHY 201 and MTH 161, either of which may be taken concurrently.

CSIT 320**LANs AND NETWORK ADMINISTRATION**

3 credits

A practical approach to network administration methodology using current technologies; network hardware; NOS installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; cross-platform integration. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 220.

CSIT 321

CLIENT SUPPORT
3 credits

Historical context of technical support and the components of a help desk; cost analyses, tools and technologies and their evaluation; performance metrics; software and hardware installation and support. One lecture hour and two laboratory hours per week. Prerequisite: CSIT 220.

CSIT 370, 371, 372, 373

SELECTED TOPICS IN INFORMATION TECHNOLOGY
3 credits

An introduction to specialized research in computers and computing, concentrating on one particular aspect of Information Technology. The subject matter will vary from term to term. Prerequisite: Junior Standing.

CSIT 322

E-COLLABORATION
3 credits

Study of the technical design of groupware systems and shared databases in a networked environment; the use and evaluation of groupware systems; and the examination of the issues involved in the group process. One hour of lecture and two hours of laboratory per week. Prerequisite: CSIT 320.

CSIT 420

APPLIED OPERATING SYSTEMS AND DISTRIBUTED SYSTEMS
3 credits

Principles and concepts of process, task, and resource management including I/O programming, interrupt mechanisms, memory and processor management, schedulers, and file systems; major trends in the networking of systems including TCP/IP, client/server computing, and clusters. (Note: Credit will not be given for both CSIT 420 and CSC 457.) Prerequisite: CSIT 320.

CSIT 421

INTRODUCTION TO LINUX ADMINISTRATION
3 credits

Installing and maintaining a Linux server including: using GNOME, users (and groups), BASH shell and related command line interface, file system, internet services (DNS, FTP, Apache), Samba and backup. Prerequisite: CSIT 320.

CSIT 422

INFORMATION SECURITY
3 credits

Basic computer security concepts, terminology and issues including network security, Windows 2000 security, and Linux security; Hardening, TCP/IP, Scanning, Sniffing, IPSec, Public Key Infrastructure, Kerberos, Certificates, Cryptography, Firewalls, and Intrusion Detection Systems. Prerequisites: CSIT 220 and (CSIT 320 or CSIT 321).

MUSIC

Patricia Haberstroh, Ph.D., Chair

PATTERNS COURSES■ **MUSIC HISTORY:**

- **MUS 150**

- Any 200 level course in the Music History section.
- Any 300 level course in the Music History section.

Students should take MUS 150 before taking a 200 or 300 level course
Studio courses do not count for Patterns requirements

COURSE DESCRIPTIONS**MUS 150**

THE ART OF LISTENING
3 credits/Patterns

An exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

MUS 203

AMERICA'S MUSIC
3 credits/Patterns

A study of the major movements in the cultivated and vernacular traditions in 19th and 20th century American music. Classical and popular music.

MUS 208

EARLY MUSIC
3 credits/Patterns

The evolution of sacred and secular music from the early Christian Church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

MUS 211

MUSIC AND THE ENLIGHTENMENT
3 credits/Patterns

The development of the classical style in Western European music from the age of the rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212

MUSIC AND ROMANTICISM
3 credits/Patterns

A study of 19th-century developments in music. The symphonic poem, art song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; growth of nationalism.

MUS 213

MUSIC AND THE MODERNS
3 credits/Patterns

The emergence of new developments in musical composition in the 20th century. Examination of techniques and styles from impressionism to electronic music.

MUS 214

JAZZ
3 credits/Patterns

The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky and recent jazz-rock innovations.



MUS 270

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

Content will vary with each semester. May be repeated for credit if course material is essentially different.

MUS 304

COMPOSERS AND THEIR WORLDS
3 credits/Patterns

Emphasis on the relationship between music and culture. Selected composers. Material varies from semester to semester. Prerequisite: MUS 150.

MUS 305

THE SYMPHONY
3 credits/Patterns

The growth of the orchestra and orchestral instruments from simple ensembles to the post-romantic orchestra of the late nineteenth and twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 370

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

Content will vary from semester to semester. May be repeated for credit if course material is essentially different.

PHILOSOPHY

Marc R. Moreau, Ph.D., Chair

PATTERNS COURSES

- **PHL 151, 152**

COURSE DESCRIPTIONS
PHL 151

THE HUMAN PERSON
3 credits/Patterns

A study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE
3 credits/Patterns

An investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY
3 credits

A critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and soci-

ety, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 213 (F)

PHILOSOPHY OF SPORTS
3 credits

A philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY
3 credits

A philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH
3 credits

A study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing careers in the health professions. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 264

CRITICAL THINKING
3 credits

Aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART
3 credits / Patterns 2 or Concentration Option

An introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or permission of the Department Chair

PHL 267

PHILOSOPHICAL APPROACHES TO GOD
3 credits

A study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 269

WORK AND CULTURE
3 credits

A philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, and work and alienation. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 303

AMERICAN PHILOSOPHY
3 credits

A critical history of thought in North America tracing its gradual transformation from seventeenth century Puritanism to twentieth century pragmatism.

PHL 306

ENVIRONMENTAL PHILOSOPHY
3 credits / Patterns 2 or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 310

EXISTENTIALISM
3 credits

A critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 313

METAPHYSICS (REASON AND REALITY)
3 credits

A study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE
3 credits

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC
3 credits

An introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS
3 credits

An in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Michel Foucault. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 350

BUSINESS ETHICS
3 credits

Business practices evaluated in the light of ethical principles. Special concern given to moral dimensions of management decision-making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PSYCHOLOGY

Joseph F. Burke, F.S.C., Ph.D., Chair

FRAMEWORKS COURSE

- **PSY 155**

REQUIREMENTS**■ REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES**

- **PSY 155**
- **PSY 310**
- **PSY 311**
- **PSY 330**
- Seven electives in psychology, including three of the following:
PSY 410, 415, 420, 425, 430 (offered in day only)
- **MTH 150** or higher

COURSE DESCRIPTIONS**PSY 155**

INTRODUCTION TO PSYCHOLOGY
3 credits/Frameworks

This course will provide a general introduction to the discipline of psychology. Emphasis will be given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 205

PERSONALITY DYNAMICS AND ADJUSTMENT
3 credits

An analysis of the human system, the dynamics of individual behavior and a consideration of resources necessary for effective living as they are related to a better understanding of personal adjustments in healthy persons developing toward maturity.

PSY 210

DEVELOPMENTAL PSYCHOLOGY

3 credits

A study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis of childhood and adolescence. Biological, cognitive, and socioemotional processes will be examined.

PSY 215 (F)

ADULT DEVELOPMENT AND AGING

3 credits

An introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles, and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

**PSY 220**

PSYCHOPATHOLOGY

3 credits

An introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

PSY 225

SOCIAL PSYCHOLOGY

3 credits

A study of the research findings and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

PSY 230

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3 credits

A study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 240

EFFECTIVE COMMUNICATION

3 credits

A deepening understanding of, and personal growth experiences in the art of interpersonal communication. Attention given to listening and empathy, discussions and decision making, confrontation and conflict management, attitudinal systems and Gestalt, verbal and non-verbal communication, creative goal-setting, individual and social growth.

PSY 310

STATISTICS I

3 credits

The first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistic technique and its meaning in making research decisions. Prerequisites: PSY 155 and MTH 150 or higher.

PSY 311

STATISTICS II

3 credits

The second part of a two semester sequence in statistics focusing on the use of SPSS as a tool to assist in describing data, hypothesis testing, and making data supported decisions. Emphasis in this course is on the analysis of data and the communication of statistically supported findings.

PSY 330

RESEARCH DESIGN I

4 credits

A laboratory course focused on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

PSY 340

PSYCHOLOGICAL ASSESSMENT

3 credits

The selection, administration and interpretation of psychological tests used in the measurement of aptitudes, achievement, interests and personality. (Formerly PSY 340 Tests and Measurements) Prerequisite: PSY 310

PSY 350

COUNSELING THEORIES AND PRINCIPLES

3 credits

Theories and principles of the counseling process; the dynamics of human change; the objectives, work and continuing problems of counseling. Prerequisite: PSY 155

PSY 360

READINGS IN PSYCHOLOGY

3 credits

Readings consist of basic books and periodicals related to selected topics in the field of psychology. Prerequisite: PSY 155.

PSY 410

THEORIES OF LEARNING

3 credits

An analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155

PSY 415

COGNITIVE PSYCHOLOGY

3 credits

How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making. Prerequisite: PSY 155.

PSY 420

PHYSIOLOGICAL PSYCHOLOGY
3 credits

An introduction to the neurological endocrinological bases of behavior. Consideration of sensory and motor processes, motivation and emotion, learning and memory. Prerequisite: PSY 155

PSY 425

THEORIES OF PERSONALITY
3 credits

A systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155

PSY 270, 271, 370, 371, 470, 471

SPECIAL TOPICS IN PSYCHOLOGY
3-6 credits

Examination of a contemporary issue in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice). Prerequisite: varies with topics.

PUBLIC ADMINISTRATION

Michael Dillon, Ph.D., Chair

POWERS COURSE

- NUMBERS
- POL 213

FRAMEWORKS COURSE

- SOCIAL SCIENCE
- POL 151

COURSE DESCRIPTIONS

POL 151

PRINCIPLES OF AMERICAN GOVERNMENT
3 credits/Frameworks

This course provides an overview of the principles, institutions, and decision-making processes of American government. It focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the tradeoffs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. Required of all Public Administration majors.

POL 215

PUBLIC ADMINISTRATION
3 credits

An introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making. Required of all Public Administration majors.

POL 260

SURVEY OF POLITICAL THOUGHT
3 credits

An analysis of major political writers from Plato to the present. Emphasis on each author's concept of the state, its function and end, and his solution to the problem of the reconciliation of the common good with individual freedom. Required of all Public Administration majors.

POL 301

STATE AND LOCAL GOVERNMENT
3 credits

A study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization and functions. Required of all Public Administration majors.

POL 302

AMERICAN CONSTITUTIONAL LAW I
3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, the commerce and fiscal clauses of the Constitution. Required of all Public Administration majors.

POL 303

AMERICAN CONSTITUTIONAL LAW II
3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, equal protection and political rights. Prerequisite: POL 302 is strongly recommended

POL 304

CONGRESS AND THE LEGISLATIVE PROCESS
3 credits

The role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

POL 305

THE PRESIDENT AND THE EXECUTIVE BRANCH
3 credits

An examination of the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of Presidential elections, the institution of the Presidency, Presidential-Congressional relations, and the limits of Presidential power.

POL 310

POLITICAL PARTIES AND ELECTIONS
3 credits

A view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

POL 311**WOMEN IN POLITICS**

3 credits

An introduction to the history and issues associated with the movement for women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

POL 314**MASS MEDIA AND POLITICS**

3 credits

An examination of the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

POL 480**SEMINAR 1**

3 credits

Study of methods of research and scholarly writing. Directed research and reports on individual assignments. Required of all Public Administration majors.

POL 481**SEMINAR II**

3 credits

Supervised research and writing on major topic. Weekly presentation and group discussion of individual papers. Submission of written thesis. Required of all Public Administration majors.

RELIGION

Margaret M. McGuinness, Ph.D., Chair

REQUIREMENTS■ **REQUIRED FOR MAJOR IN RELIGION: 13 COURSES**

- One from **REL 150** or **153**.
- Eleven religion electives, including at least one course in Bible and at least one course in a non-Christian religion.
- **REL 400**

Religion majors may choose the major program as described above.

Note: All upper division courses qualify for Pathway status.

PATTERNS COURSES■ **RELIGION**

- **REL 150 OR 153**

COURSE DESCRIPTIONS**REL 150 (F, S)****THE CHRISTIAN TRADITION**

3 credits/Patterns 1

A survey of the complex development of Christianity from a small, Jewish apocalyptic movement to a diverse, 21st century world religion. As such it



is an introduction to the varieties of Christianity – Catholic, Orthodox, Anglican, and Protestant – and is taught from an ecumenical perspective. As a multidisciplinary course, it shows how Christianity both shapes and is shaped by its ambient cultures. Five core topics will be addressed: 1) Jesus and the New Testament Traditions (at least one canonical Gospel, a letter of Paul, and a selection of writings from the Apostolic Fathers); 2) Christology – ancient (early ecumenical councils, the Trinity, the Incarnation, Mariology) and modern (spirituality); 3) Church History (the rise of “eastern” and “western” Christian tradition, the “great Schism,” the Reformation and the two Vatican Councils); 4) Worship (e.g., baptism, the Lord's Supper/Eucharist, liturgy); and 5) Contemporary Issues (Social Justice, Ethics, Morality, Interfaith Relations, Modernity).

REL 153 (F, S)**THE DYNAMICS OF RELIGION**

3 credits / Patterns 1

A study of religion, designed to acquaint the student with such typical patterns of human religious expression as myth, symbol, and ritual, as well as with typical patterns of religious ideas about God and gods, conceptions of death and salvation, and notions of the sacred and the profane. It is also designed to show the student how religion functions and affects positions at the social, economic, and personal dimensions of human life: personally, by helping individuals make sense of their lives in the face of meaningless suffering and death; socially, by articulating shared values and patterns of meaning, by criticizing injustice, and by generally motivating people to work for the common good.

REL 210**THE HEBREW BIBLE/OLD TESTAMENT**

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211**THE NEW TESTAMENT**

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

REL 212**THE PROPHETS OF ANCIENT ISRAEL**

3 credits/Patterns 2 or Concentration Option

A study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East, and its unique development in Israel in connection with the theological message of the biblical prophets.

**REL 214****THE GOSPELS**

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The three most similar, Mark, Matthew, and Luke, the synoptic gospels, will be studied first. We will give spe-

cial attention to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220**CATHOLICISM IN THE MODERN WORLD**

3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the late 20th century. Catholicism will be studied in light of the history of the issues and current theological thought.

REL 223**ISSUES IN CHRISTOLOGY: JESUS AND HIS ACHIEVEMENTS**

3 credits/Patterns 2 or Concentration Option

This course studies the person, mission, and achievement of Jesus in the New Testament. Post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

REL 225**THE SACRAMENTS**

3 credits/Patterns 2 or Concentration Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course includes an examination of some of the problems of contemporary sacramental theology.

REL 226 (S)**WORSHIP, ART, AND LIFE**

3 credits/Patterns 2 or Concentration Option

A study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life. The course examines both symbol and ritual and surveys the development of Sunday worship and contemporary issues.

REL 231**BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST**

3 credits/Patterns 2 or Concentration Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

REL 232**JUDAISM, ISLAM AND OTHER RELIGIONS FROM THE NEAR EAST**

3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam, the background and development of the Qur'an, Muslim traditions and values as well as the inner tensions, contemporary movements, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (Coptic, Syrian, etc.) Zoroas-

trianism or Ba'hai, or to other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 240**CONTEMPORARY RELIGIOUS THOUGHT**

3 credits/Patterns 2 or Concentration Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

REL 241**WOMEN AND WESTERN RELIGION**

3 credits/Patterns 2 or Concentration Option

An examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

REL 243**RELIGION AND CONTEMPORARY LITERATURE**

3 credits/Patterns 2 or Concentration Option

A study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of the readings. This course is cross listed with ENG 243.

REL 244 (S)**RELIGION IN AMERICA**

3 credits/Patterns 2 or Concentration Option

A study of the origins of the American national character, the religious and secular roots which have nourished it, and the myths, especially those of being a chosen people, the myth of Progress, and that of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical and Fundamentalist forms will be examined, well as the the religious "outsiders" who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists and East Asians. The secular tradition will be explored as a religion of possessive individualism, and consumerism as new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for American world empire.

REL 250**CONTEMPORARY MORAL ISSUES**

3 credits/Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: War. Racism. Social Justice, Sexual Conduct. Abortion. Euthanasia. Women's Rights. Capital Punishment, as these relate to diverse faith traditions.

REL 251**PEACE, JUSTICE AND THE CHRISTIAN TRADITION**

3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.



REL 315

ST. PAUL

3 credits/Patterns 2 or Concentration Option

A study of the thirteen New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and Women, and primitive Christianity as described in his letters.

REL 316

THE BIBLE AND WOMEN

3 credits/Patterns 2 or Concentration Option

A select survey of "women" in the Hebrew Bible (Old Testament) and New Testament. This course examines biblical stories about women, biblical attitudes about femaleness, women's religious and social roles in their respective historical settings, and recent feminist biblical interpretation.

REL 345 (F, S)

RELIGION IN PHILADELPHIA

3 credits/Patterns 2 or Concentration Option



This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. It begins with the Lenni Lenape Nation. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites as well as at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

REL 352 (F)

BIOMEDICAL ISSUES

3 credits/Patterns 2 or Concentration Option

A study of health care delivery as an American institution, with the tensions caused by ever increasing technology, the pressures of the market, and American culture's extreme emphasis upon individualism, the downgrading of the religious emphasis upon caring for the whole person, as well as the refusal to set limits. After surveying the contemporary plight of the medical profession, the course will examine dilemmas resulting from informed consent, death and dying, defective newborns, reproductive technologies, epidemics and AIDS. It will explore issues involved with stem cell research, abortion, and cloning. The new field of genetics and what it holds for diagnosis will be examined, and the problems and perils of research. No previous background in science is required.

REL 353 (S)

SOCIAL JUSTICE AND COMMUNITY SERVICE

3 credits/Patterns 2 or Concentration Option



This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the clause of social justice.

REL 354

SEXUALITY, MARRIAGE, AND PARENTING

3 credits/Patterns 2 or Concentration Option

A practical and realistic approach to sexuality, marriage, and parenting. Areas to be explored include: the search for closeness, sexual development, intimate relationships, gender differences, divorce, the meanings of love, holistic and holy sexuality, the marriage commitment, effective communication, the challenges and joys of parenting, techniques of positive discipline, managing the difficult child, perspectives on family life, changes in middle age, nurturing and celebrating the creative venture of becoming a family.

REL 270, 271, 370, 371, 470

SPECIAL TOPICS IN RELIGION

3 credits

Content of course will be announced whenever it is offered.

REL 400

MAJORS COLLOQUIUM

3 credits/Patterns 2 or Concentration Option

An introduction to scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with the instructor. Required of all religion majors; open to others approved by Chair. Prerequisite: 15 hours of religion. May be taken in junior or senior year.

**SOCIOLOGY, SOCIAL WORK,
AND CRIMINAL JUSTICE**

Francis Tri Nguyen, ES.C., Ph.D., Director

SOCIOLOGY

COURSE DESCRIPTIONS
SOC 150 (F, S)

PRINCIPLES OF SOCIOLOGY

3 credits / Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts on their lives, and how they, in turn, affect the lives of others in this social world.

SOC 201

Cross-listed with SWK/CRJ 201



SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SOC 231 (F, S)

LOVE AND RELATIONSHIPS

3 credits

An examination of myths, trends, and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death, and trying again.

**SOC 233 (F)**

SOCIOLOGY OF WORK

3 credits

An analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction, and the impact of bureaucratization. Special attention is given to occupational subcultures such as law, medicine, public service, the military, and education.

**SOC 237 (257) (S)**

THE CITY: CONFLICT AND CHANGE

3 credits

A study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning; and the effects of national and international economic forces on cities in developing and industrial nations.

**SOC 238 (258) (F)**

ENVIRONMENT AND SOCIETY

3 credits

An analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

**SOC 260 (S)**

SEX, POWER, AND SOCIALIZATION

3 credits

An exploration of male and female gender roles in the contemporary United States. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

**SOC 262 (F, S)**

DYNAMICS OF DIVERSITY

3 credits

An analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

**SOC 263 (F)**

ANTHROPOLOGY

3 credits

An exploration of the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

**SOC 265 (S)**

SOCIOLOGY OF LAW

3 credits

An analysis of the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

**SOC 270, 370, 470 (F, S)**

SPECIAL TOPICS IN SOCIOLOGY

3 credits

Courses designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

SOC 301 (F)

SOCIAL STATISTICS I

3 credits

An introduction to such descriptive statistics as central tendency measures, variability, correlation, and regression. Analysis of cross-tabulated data will be facilitated through the use of SPSSX computer software programs. No prior knowledge of computers assumed.

SOC 302 (S)

SOCIAL STATISTICS II

3 credits

A course in inferential statistics beginning with a discussion of probability, binomial distributions, and normality. Both parametric and non-parametric statistics are covered. Continued use of computer technology in the analysis of survey research results as well as those collected using qualitative methodologies. Prerequisite: SOC 301 or permission of instructor.

SOC 305 (F)

SOCIETY AND THE INDIVIDUAL

3 credits

The study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S)

MODERN ORGANIZATIONS AND EFFECTIVENESS

3 credits

A study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

**SOC 308 (S)**

CLASS, STATUS, AND POWER

3 credits

An Analysis of the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.



SOC 309 (F)HEALTH, HEALING, AND HEALTH CARE
3 credits

An Introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health care providers and their patients, with special attention to alternative health care providers and bioethics. Analyzes the health care systems in the United States and in some developed and developing countries.

SOC 310 (F, S)SOCIAL THEORY
3 credits

A study of the basics of contemporary sociological theory and its classical roots, with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150.

SOC 312SOCIAL CHANGE AND SOCIAL MOVEMENTS
3 credits

An examination of the dynamics of social change and of specific social movements, such as the environment justice movement, the civil rights movement, the women's movement, the health movement, and others.

SOC 320 (S)**Cross-listed with CRJ/SWK 320
(formerly CRJ 220)**DELINQUENCY AND JUVENILE JUSTICE
3 credits

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 340 (F, S)SOCIOLOGICAL PRACTICE
3 credits

Sociological practice provides students the opportunity to undertake internships. Students have academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, G.P.A. greater than 2.5, and permission of the internship coordinator.

SOC 385 (S)**Crosslisted with CRJ 385**
THEORIES OF DEVIANCE
3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOC 480 (F)RESEARCH SEMINAR I
3 credits

An introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal. Prerequisite or taken concurrently: SOC 301.

SOC 481 (S)RESEARCH SEMINAR II
3 credits

An opportunity to conduct original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 302 (or taken concurrently); SOC 480.

SOCIAL WORK

Bonni H. Zetick, Ph.D., Director

Donna R. Fiedler, Ph.D., LCSW, Field Practicum Coordinator

Janine Mariscotti, M.S.W., LCSW

Lecturers: Bernabeo, Cummings, Mooney, Perone, K. Smith

REQUIREMENTS**■ REQUIRED FOR MAJOR IN SOCIAL WORK: 22 COURSES**

Council on Social Work Education-Accredited Baccalaureate Program

SWK 160, 280, 281, 290-291, 340-341, 365, 381, 440-441, 480-481, 495; PSY 155; POL 151; BIO 158; SOC 150, 262, 301, two Social Work electives.

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for Social Work majors.

MISSION

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills, and values of the social work profession. Building upon the liberal arts foundation of the University, the program prepares students for generalist social work practice in the urban community.

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Contributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Program at La Salle University is accredited by the Council on Social Work Education, based in Alexandria, Va. The Council uses the Educational Policy and Accreditation Standards to review baccalaureate social work programs. The standards to which accredited undergraduate social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program Web site.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

The student must formally apply to the La Salle University Social Work Program for admission as a separate and additional process from admission to the University.

The application for admission to the La Salle University Social Work Program may be submitted following completion of SWK 160: Introduction to Social Work, and must be completed by October 15 of the semester the student is enrolled in SWK 340: Preparation for Professional Practice. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Program:

The student must meet the following criteria for admission into the Social Work Program:

- a. an overall G.P.A. of 2.3 (Students with a G.P.A. below 2.3 may apply for conditional acceptance to the program)
- b. a final grade of C or better in all Social Work courses with a course designation of 200 or above
- c. an affinity with and commitment to the values and ethics of the social work profession as set forth in the NASW Code of Ethics
- d. Two letters of recommendation. One recommendation will be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Program full-time faculty. A student may substitute a second recommendation from a community service experience supervisor for the academic reference. A recommendation from a part-time Social Work faculty member will also be accepted.
- e. Autobiographical statement. Complete a personal statement (maximum of four pages, typewritten and double-spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK 160 will be accepted to fulfill this requirement.
- f. Copy of your current college/university transcript.
- g. Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)
- h. Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Program.)
- i. Review the NASW Code of Ethics and sign the application form.**
- j. Submit the completed application to the Social Work Program Director.
- k. The full Social Work Program faculty will review your application, and each will vote on your candidacy.
- l. The student will be notified of the program faculty's decision in writing. The admission decisions include:
 - a. full admission
 - b. conditional admission
 - c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Program. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Program of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work Program for majors requires that a student receive at least a C in every SWK course at the 200 and above level. Failure to receive a C or higher means that the student must repeat the course and meet the requirement of a C or higher. In some cases, a student may not proceed to a higher-level course without first receiving a C or better in a lower-level course. A student may take a course a total of three times.

COURSE DESCRIPTIONS

SWK 160 (S)

INTRODUCTION TO SOCIAL WORK
3 credits



This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, of diverse populations at risk in society, and of the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 40-hour service-learning component.

SWK 201

Crosslisted with SOC/CRJ/201

SOCIAL PROBLEMS & SOCIAL JUSTICE
3 credits/ Elective only

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SWK 240 (S)

RELATIONSHIPS AND SEXUALITY
3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S)

SPECIAL TOPICS
3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

SWK 280 (F of 2007, 2009)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 credits



This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience. Advocacy is stressed as a tool for promoting optimal conditions for the well-being of individuals and families. Prerequisites or concurrent with SOC 150, PSY 155, BIO 158. Students

who have not completed the prerequisites may take the course only with prior written permission of the instructor.

SWK 281 (S of 2008 and 2010)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 credits



This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented. Prerequisite: SWK 280 or written permission of the instructor.

SWK 290 (Summer I of 2008 and 2010)

SOCIAL WELFARE POLICY I
3 credits



This course provides a historical examination of the development of the social welfare system in the United States and societal values as they impact on policy formulation and implementation. Historical traditions of auspices of social service delivery are explored, including the public agency, private nonprofit, and private for-profit organizations. The role of religion in the development of social welfare policies and programs in the United States is examined. Examples of the historical impact of advocacy are presented.

SWK 291 (Summer II of 2008 and 2010)

SOCIAL WELFARE POLICY II
3 credits



This course explores contemporary social welfare policy in the United States, including income supports, health, aging, child welfare, mental health, and family policy. The role of the political process in policy formulation and the impact of social welfare policies on diverse populations and populations at risk is examined. Global interconnections of oppression are also explored. Advocacy is stressed as a lifelong responsibility of social workers. Prerequisites: SWK 290, POL 151 (POL 151 may be taken concurrently), or written permission of the instructor.

SWK 320

(formerly CRJ 220)

Crosslisted with SOC/CRJ 320

DELINQUENCY AND JUVENILE JUSTICE
3 credits/Elective only

Comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; overview of programs aimed at delinquency prevention and control.

SWK 340 (Fall of 2007 and 2009)

PREPARATION FOR PROFESSIONAL PRACTICE
3 credits

This course is designed to prepare the student for the practicum in social work. The course provides an examination of theories that inform social work practice and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship. The role of advocacy in social work is stressed. Students enrolled in SWK 340 apply for formal admission to the Social Work Program and must be accepted in order to proceed to SWK 341 and SWK 381. Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently).

SWK 341 (Spring of 2008 and 2010)

GENERALIST SOCIAL WORK PRACTICE I
3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the process of assessment in generalist social work practice. Skills are developed in initiating the social work relationship, assessing client strengths and challenges, advocating for individuals and families, and constructing action plans. Prerequisites: SWK 340, SWK 281 (SWK 281 may be taken concurrently). Taken concurrently with SWK 381. Open to Social Work majors only. Student must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 350 (F)

LOSS AND GRIEF
3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

SWK 365 (S)

SOCIAL WORK RESEARCH METHODS
3 credits

This course prepares the student to understand and apply the research process, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative research methodology, including single subject design. The role of social work values and ethics in research is addressed. The student is introduced to research tools for examining the global interconnections of oppression. Research on advocacy within the social work profession is presented. Prerequisite: SOC 301.

SWK 381 (Spring of 2008 and 2010)

PROFESSIONAL PRACTICUM I
3 credits

This course provides an introduction to agency social work practice. The student spends two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided. Taken concurrently with SWK 341. Open to Social Work majors only. Student must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 (Fall of 2008 and 2010)

GENERALIST SOCIAL WORK PRACTICE II
3 credits

This course focuses on social work intervention with individuals and families. It provides an investigation of and skill development in direct intervention and advocacy strategies for effective generalist social work practice. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 480. Open to Social Work majors only.

SWK 441 (Spring of 2009 and 2011)

GENERALIST SOCIAL WORK PRACTICE III
3 credits

This course focuses on assessment and intervention with groups, organizations, and communities, including the global community. The course provides an investigation of and skill development in mezzo and macro intervention strategies for effective generalist social work practice. Prerequisite: SWK 440. Taken concurrently with SWK 481 and SWK 495. Open to Social Work majors only.

SWK 480 (Fall of 2008 and 2010)

PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to Social Work Majors only.

**SWK 481 (Spring of 2009 and 2011)**

PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values that they are learning in the classroom. Students complete a research project and an advocacy project relevant to the practicum site. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to Social Work majors only.

**SWK 495 (Spring of 2009 and 2011)**

PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK

3 credits

This course strengthens the student's emerging identity with the social work profession. Students review and critique theoretical frameworks and practice situations studied in the Social Work Program curriculum. As the capstone course for the Social Work Program, students have the final opportunity to integrate the nine professional foundation areas, with particular emphasis on professional values and ethics. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to Social Work majors only.

CRIMINAL JUSTICE

Bonni Zetick, Ph.D., Director

Lecturers: Caramenico, Clisham, Flanagan

REQUIREMENTS**■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:**

CRJ 161, 261, 280, 324, 325, 326, 480, 495; two CRJ electives; SOC 150; one of the following: SOC 260, 262, or 308; 301-302; POL 151; PSY 155

SOC 301, Social Statistics I, satisfies the "Numbers" component of the Core requirements for Criminal Justice majors.

COURSE DESCRIPTIONS**CRJ 161 (F, S)****(formerly CRJ 222)**

INTRODUCTION TO CRIMINAL JUSTICE

3 credits

A survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

**CRJ 261 (S)****(formerly CRJ 221)**

CRIMINOLOGY

3 credits

An exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 201**Crosslisted with SOC/SWK 201**

SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

An exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S)

CRIMINAL LAW

3 credits

A journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)**(formerly CRJ 220)****Crosslisted with SOC/SWK 320**

DELINQUENCY AND JUVENILE JUSTICE

3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)

POLICE: ORGANIZATION AND FUNCTIONS

3 credits

An analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)

CRIMINAL COURTS

3 credits

An inquiry concerning the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-tra-

ditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of "justice."

CRJ 326 (S)

INSTITUTIONAL AND COMMUNITY CORRECTIONS
3 credits

An examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)

(formerly CRJ 225)
CONSTITUTIONAL PROCEDURES IN POLICING
3 credits

An exposition of the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 370, 470 (F, S)

SPECIAL TOPICS IN CRIMINAL JUSTICE
3 credits/Elective only

A course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)

Crosslisted with SOC 385
THEORIES OF DEVIANCE
3 credits

An intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)

GENDER, CRIME, AND JUSTICE
3 credits/Elective only

A study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)

RESEARCH METHODS
3 credits

A study of how social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)

(formerly CRJ 485-6)
CRIMINAL JUSTICE INTERNSHIP
3-6 credits/Elective only



This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars is also required. Students may take a maximum of two internship courses, either concurrently in one semester or sequentially across two semesters. Prerequisites: CRJ 161, 261, senior status, and minimum overall G.P.A. of 2.5.

CRJ 483 (F, S)

CRIMINAL JUSTICE RESEARCH
3 credits/Elective only

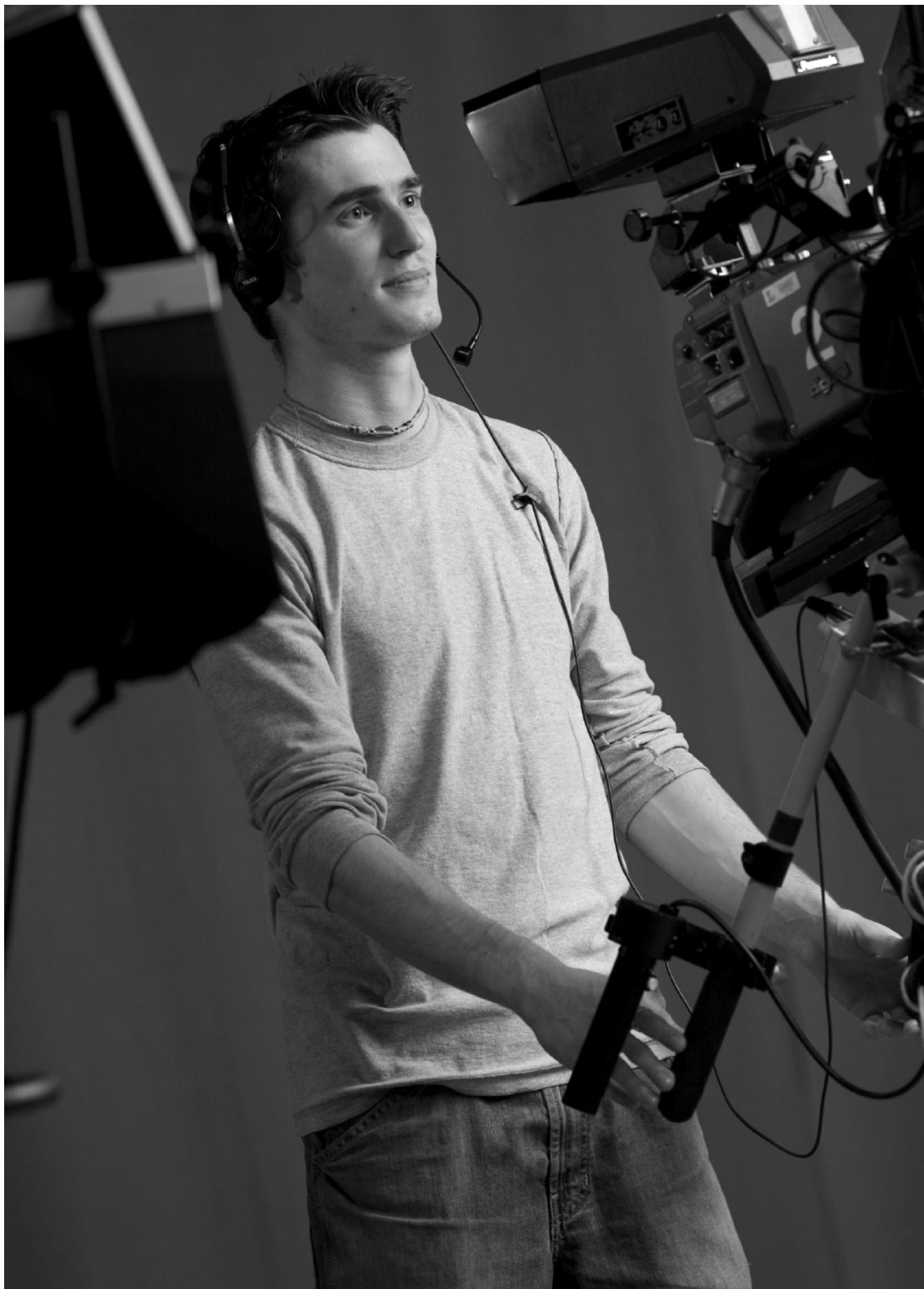
Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)

SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE
3 credits

An exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.





SCHOOL OF BUSINESS

EVENING AND WEEKEND PROGRAMS

The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the milieu for its educational programs.

Within this context it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business undergraduate program is to prepare students to lead an enriched personal life and to prepare them to enter upon a successful professional career through an exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communications, analytic and decision-making skills, by developing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by exposing students to common business research methods and practice.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management;
- immerse students in a learning environment which blends current business theory and practice.

Continuous quality improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB) which establishes standards designed to ensure excellence. Fewer than 25% of the 1200 colleges and universities nationally are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association; and through an ongoing dialogue and review with business executives and professionals.

Every year, La Salle inducts the top 10% of its graduates into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools; in 2004 the La Salle chapter of BGS earned the distinguished honor of being named the Gold Chapter, ranking number one out of nearly 400 chapters worldwide.

The School of Business prepares students to develop the skills and experience for a career change or advancement in management/professional positions in business, government, and non-profit organizations.

The Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of Business on contemporary developments in business practice and how to help students prepare for career change or advancement.

ADMISSION REQUIREMENTS

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program described in the College of Professional and Continuing Studies section. Upon successful completion of 22 credits in Liberal Arts courses, which include ENG 107, 108, CSC 151, MTH 101, 114, PSY or SOC (one of: PSY 155, 205, 225, 230, SOC 150, 233, 262, 263, 306), and 19 credits in business courses, which include BUS 101, 150, 202, 207E, 208E and ECN 150 and 201, stu-

dents with a 2.25 cumulative academic index are eligible for admission into the bachelor's degree program in the School of Business.

Beginning in fall 2006, College of Professional and Continuing Studies students who have completed the P.B.A. program and have attained at least 60 credits with a 2.5 G.P.A. can elect to pursue the Bachelor of Science in Business Administration on an accelerated basis utilizing the evening and Saturday schedule. For more information on admission requirements, see the Admission section in General Reference.

THE CURRICULUM

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 39 courses) for the Business Administration major, and 128 credits (minimum 41 courses) for the Accounting major. The curriculum includes the Liberal Arts Core Curriculum, Additional Arts Requirements, Business Core, Professional Studies and Free Electives. The liberal arts and science studies and business foundation courses tend to be concentrated in the first 60 credits, and the professional studies in the last 60 credits.

Beginning in Fall 2006, evening students with junior standing and a 2.5 G.P.A. can elect to pursue the Bachelor of Science in Business Administration—Business major in an accelerated format.

THE LIBERAL ARTS CORE CURRICULUM

The Liberal Arts Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

While the Core allows some freedom of choice, it includes guidelines which should provide coherence in students' college education. The core curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," and "Understanding at Home and Abroad." A maximum of 18 courses are required of School of Business majors.

POWERS COURSES

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the core, but will be taught directly in courses in writing, oral communication, mathematics, and information literacy. Required Powers courses are:

- English 107 (may be waived by English Department)
- English 108
- Mathematics 114
- Business 150
- Computer Science 151 (may be waived through an exemption exam)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that

shape the world in which we live. Required Frameworks of Scientific Understanding courses are:

- Natural Science
- Macroeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities. Required Patterns of Meaning courses are:

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

All courses in Patterns of Meaning may be counted towards any minor or second major barring exclusions by the academic departments sponsoring the course.

UNDERSTANDING AT HOME AND ABROAD COURSES

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a house (🏠 Understanding at Home) and one of the courses designated by the symbol of a plane (✈️ Understanding Abroad). Alternatively, students may fulfill these requirements through independent projects, with the approval of the Department Chair and the Core Director. Faculty and Staff will mentor a limited number of independent projects.

ADDITIONAL ARTS REQUIREMENTS

- Single-Variable Calculus (MTH 114) or equivalent
- Introductory Microeconomics (ECN 201)

BUSINESS CORE CURRICULUM

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing
- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Applied Quantitative Methods for Business
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Information Technology with Applications
- **BUS 206** Introduction to Financial Markets and Institutions: Principles and Applications
- **BUS 207E** Managerial Accounting
- **BUS 208E** Corporate Finance
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Business Problem Solving and Decision Making
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

EVENING (MAJORS)

There are two majors available during the evening in the School of Business: Accounting and Business Administration.

The Accounting major consists of eight upper-level accounting courses: Accounting 201, 202, 303, 304, 307, 405, and two advanced courses selected in consultation with the Department Chair. This intensive learning

experience is intended to serve as a basis for future career development and advancement in the accounting field and to help you better prepare to pass the Certified Public Accounting (C.P.A.) examinations.

The Business Administration major consists of four upper-level business courses (beyond the Business Core) from the functional areas of Finance, Management, Management Information Systems, and Marketing, with no more than two courses from any one of these disciplines. The Business Administration major in the accelerated format consists of one course in each of the following areas: Accounting, Finance, Management, and Marketing. This major is intended to provide you with an opportunity to study major trends in contemporary business practice in the major fields of business and to serve as a basis for future career development and advancement.

FREE ELECTIVES

Free electives offer a further opportunity to influence your own program of education. You may choose to concentrate free electives in a particular field or you may use these electives to diversify your background or broaden your interests.

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses. There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 18 credits of foundation level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart. The GMAT is required for acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057.

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207E Managerial Accounting	
BUS 202 Applied Quantitative Methods for Business	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 304 Business Problem Solving and Decision Making	MBA 625
Accounting Major Courses	MBA 691

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD³

I. Powers (5 courses)

- A. Writing I
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **BUS 150** Presentation Skills for Business (2 cr.)
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
 - _____
- B. Social Science
 - 1. Economics or Political Science
 - **ECN 150** Introductory Macroeconomics
 - 2. Psychology or Sociology¹
 - _____

III. Patterns of Meaning (8 courses)

- A. Religion
 - 1. _____
 - 2. _____
- B. Philosophy
 - 1. _____
 - 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Fine Arts or Foreign Language
 - _____
- F. Second Course (Literature, History, Fine Arts, or Foreign Language)
 - _____

IV. Additional Arts Requirements

- 1. **MTH 114** Applied Business Calculus (4 cr.)
- 2. **ECN 201** Introductory Microeconomics

V. Business Core (12 courses)

- 1. **BUS 101** Financial Accounting
- 2. **BUS 202** Applied Quantitative Methods
- 3. **BUS 203** Organizational Behavior and Skill Development
- 4. **BUS 204** Principles of Marketing with Applications
- 5. **BUS 205** Information Technology with Applications
- 6. **BUS 206** Financial Markets and Institutions: Principles and Applications
- 7. **BUS 207E** Managerial Accounting (2 cr.)
- 8. **BUS 208E** Corporate Finance (2 cr.)
- 9. **BUS 303** Legal and Ethical Environment of Business
- 10. **BUS 304** Business Problem Solving
- 11. **BUS 400** Strategy Formulation
- 12. International Business Course/Experience²

VI. Professional Studies (8 Accounting; 4 Business Administration)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

VII. Electives (5 Accounting majors; 7 Business Administration)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

1 Options to fulfill this requirement are: PSY 155, 205, 225, 230, SOC 150, 233, 262, 263, 306.





2 Options to fulfill this one: ECN 333, FIN 403, or any School of Business travel course; these courses cannot double-count for a Professional Studies course.

3 The Accelerated Business Completion Program utilizes the same curriculum. Nine courses in Liberal Arts and eleven courses in the Business Core and the Professional Studies are offered in the accelerated format.

COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses followed by a semester designation are usually offered each year during semester indicated. Courses with no designation are usually offered on a rotating basis. Consult course rosters.

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. Course offerings are dependent on sufficient enrollment. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as "Understanding at Home."
-  Identifies courses that have been designated as "Understanding Abroad."
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ACCOUNTING

Mary Jeanne Welsh, Ph.D., Chair

Junior standing is a prerequisite for 300 and 400 level courses.

ACC 201 (S)

INTERMEDIATE FINANCIAL ACCOUNTING
4 credits

Theories and problems involved in analysis of transactions and financial statement preparation. The course also focuses on accounting issues related to measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a "C" grade or better.

ACC 202 (F)

INTERMEDIATE FINANCIAL ACCOUNTING II
4 credits

A study of accounting concepts and problems related to solvency and operational capacity, with attention to special reporting issues including post-employment benefits, income taxes and stockholders' equity. Financial reporting in an international environment is also examined. Prerequisite: ACC 201

ACC 303 (S)

COST MANAGEMENT
3 credits

Basic principles applied to job cost and process cost systems. Topics include: purchasing and issuing of materials and maintenance of perpetual inventory records, control of labor, methods of distributing factory overhead expenses, evaluation of problems involved in shrinkage and idle time, forms used in job and process cost systems, and discussion of the place of cost accounting in modern enterprises. Usually offered spring semesters. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207 and 54 credits

ACC 304 (F)

AUDITING
3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Usually offered fall semesters. Prerequisite: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 (S)

INCOME TAX
3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisite: 54 credits, and BUS 101

ACC 405 (S)

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE
3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is focused on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202

ACC 406 (F)

SPECIAL TOPICS IN FINANCIAL REPORTING
3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy, and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior Standing

ACC 418 (F)

CORPORATE AND OTHER TAXATION
3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

BUSINESS ADMINISTRATION

Junior standing is a prerequisite to 300- and 400- level courses.

BUS 101 (F)

INTRODUCTION TO FINANCIAL ACCOUNTING
3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 121

INTRODUCTION TO FINANCIAL ACCOUNTING
3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business. This course may only be taken by students in the Organizational Dynamics Program.

BUS 123

INTRODUCTION TO ORGANIZATIONAL BEHAVIOR
AND SKILL DEVELOPMENT
3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life.

This course may only be taken by students in the Organizational Dynamics Program.

BUS 124

INTRODUCTION TO MARKETING WITH APPLICATIONS
3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets.

This course may only be taken by students in the Organizational Dynamics Program.

BUS 125

INTRODUCTION TO INFORMATION TECHNOLOGY WITH APPLICATIONS
3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, computer hardware and software, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues

in management information systems. This course may only be taken by students in the Organizational Dynamics Program.

BUS 126

INTRODUCTION TO FINANCIAL MARKETS AND INSTITUTIONS:
PRINCIPLES AND APPLICATIONS
3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy.

This course may only be taken by students in the Organizational Dynamics Program.

Prerequisites: BUS 121.

BUS 150 (F, S)

PRESENTATION SKILLS FOR BUSINESS (FORMERLY MGT 200)
2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F, S)

APPLIED QUANTITATIVE METHODS FOR BUSINESS
3 credits

This course introduces the student to essential ideas of statistical thinking. Basic statistical methods used in the analysis of business decision problems are presented. Emphasis is on valid applicability of techniques, sound interpretation of statistical results, as well as successful application of statistical methods. Case studies and student-designed projects enhance understanding. Topics include: descriptive statistics, both graphical and numerical; probability distributions; sampling distributions; statistical estimation and hypothesis testing; and regression and correlation. Students will be introduced to microcomputer statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S)

ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT
3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)**PRINCIPLES OF MARKETING WITH APPLICATIONS**

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)**INFORMATION TECHNOLOGY WITH APPLICATIONS**

3 credits

This course provides the background necessary to make decisions about computer-based information systems and to be a knowledgeable end-user. The course focuses on the management of information systems within various organizational settings. Topics include: information systems in organizations, telecommunications, database management systems, transactional processing, management information systems, decision support systems, expert systems, systems analysis and design, systems development and implementation, end-user computing, information resources management and emerging technologies and issues in management information systems. The course also emphasizes interactive and experiential learning to demonstrate one of several areas of emerging information technology such as Electronic Business, Data Warehousing, Data Mining, Decision Support Systems, Expert Systems, etc. Through active participation, students are required to utilize the specific information technology in a hands-on environment. Prerequisite: CSC 151

BUS 206 (F, S)**FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS**

3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on "mini cases" which employ actual data to help better understand the principles examined in the course. Prerequisites: BUS 101.

BUS 207E (S)**MANAGERIAL ACCOUNTING**

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 208E (F, S)**FUNDAMENTALS OF FINANCIAL MANAGEMENT**

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 303 (F, S)**LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS**

3 credits

A study of the American legal system, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (F, S)**BUSINESS PROBLEM SOLVING AND DECISION MAKING**

3 credits

Presents an integrated view of problem framing and the methodology of decision-making. Introduces students to several quantitative models applicable to problems in a variety of functional areas of business. Analysis of business cases using computer software allows for a focus on conceptual understanding of the models and how they should be used. Depending on the relevance to chosen case studies, topics covered may include several of the following: Decision Analysis, Forecasting, Inventory Management, Linear Programming, Critical Path Method/Project Evaluation and Review Technique, Quality Control and Simulation. Prerequisites: MTH 114 and BUS 202, 204, 205, 206, 207 and 208.

BUS 370 (F, S)**READINGS IN BUSINESS**

1 credit

This course explores broad, multi-disciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, financial disclosure, etc. Quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no pre-requisites; the course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)**STRATEGY FORMULATION AND IMPLEMENTATION**

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing

FINANCE

Jan Ambrose, Ph.D., Chair

Junior standing is a prerequisite to 300- and 400- level courses.

FIN 308 (Cross-listed with MKT 308)

FINANCIAL SERVICES MARKETING

3 Credits

This course is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets and their buying behavior are also studied. Finally, the impact of regulatory factors on marketing and/or financial services and product is studied. Prerequisites: BUS 204, 206, 208.

FIN 375

FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401

INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition; criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisite: BUS 202; BUS 206 or FIN 201; and BUS 208 or FIN 300

FIN 403

INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging; and other contemporary issues in global finance. Prerequisite: BUS 202; BUS 206 or FIN 201; and BUS 208 or FIN 300

FIN 470

SELECTED TOPICS IN FINANCE

3 credits

Selected topics in finance studied in-depth under the direction of faculty. Prerequisite: Senior standing

LAW

Coordinator of Pre-Law Programs: Evelyn Boss Cogan, J.D.

Pre-Law Advisers: Evelyn Boss Cogan, J.D., David Culp, J.D., Gerard Downey, J.D.

Junior standing is a prerequisite to 300- and 400-level courses.

LAW 300 (F, S)

APPROACHES TO THE LAW OF CONTRACTS

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

MANAGEMENT

Prafulla (Pra) Joglekar, M.B.A., MS, Ph.D., Chair

Junior standing is a prerequisite for 300 and 400 level courses.

MGT 352

EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT

3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: BUS 203

MGT 354

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas – business, government, and organized labor – impinging on the small entrepreneur today. Prerequisite: BUS 203

MARKETING

David B. Jones, Ph.D., Chair

Junior standing is a prerequisite for 300 and 400 level courses

MKT 301

PERSONAL SELLING

3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.



MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Usually offered fall semester. Prerequisite: BUS 204

MKT 308 (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING

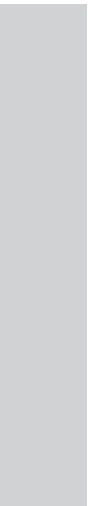
3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets and their buying behavior are also studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208.



SCHOOL OF NURSING AND HEALTH SCIENCES

EVENING AND WEEKEND PROGRAMS



MISSION

Consistent with Lasallian values, the Mission of the School of Nursing and Health Sciences is to provide excellent education programs to develop culturally and clinically competent, caring nursing and health science professionals and to prepare each student for a life of continued learning. Undergraduate and graduate students engage in educational programs that develop appreciation of the autonomy, dignity, spirituality, complexity, and diversity of the people they serve. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about the health status of individuals, families, groups, communities, and populations in a changing society and world.

VISION

The La Salle University School of Nursing and Health Sciences will lead in the development of curricula that are based on the health needs of populations that mobilize social, political, and health care and educational resources for the welfare of vulnerable and underserved populations in surrounding communities. The School will provide educational and service programs for the health care and welfare needs of a diverse urban population through the La Salle Neighborhood Nursing Center, outreach of the greater University community, and in partnership with other agencies. The Faculty of the School will implement programs of research, scholarship, leadership, and practice that promote the health and education of people.

**LA SALLE UNIVERSITY SCHOOL OF NURSING
AND HEALTH SCIENCES**

NURSING PROGRAMS**GOAL**

The goal of the Nursing Programs at La Salle University is to educate diverse students so that they provide culturally competent, professional nursing services.

MISSION

Consistent with Lasallian values, the Mission of the Nursing Programs is to provide excellent nursing education and service initiatives to develop culturally and clinically competent, caring nursing professionals, prepared for life long learning, service, leadership, and scholarship.

Nursing students engage in programs that develop appreciation of human autonomy, dignity, spirituality, complexity, and diversity. Students think critically, communicate effectively, and possess a comprehensive body of knowledge about nursing care and the health status of individuals, families, groups, communities, and populations in a changing world.

VISION

Nursing Programs lead in the development of curricula that are based on the health needs of populations and mobilize resources for the welfare of vulnerable and underserved people. Nursing Programs implement educational and service activities, meeting the health care needs of a diverse urban population through the La Salle Neighborhood Nursing Center, the greater University community, and in agency partnerships. Nursing Faculty carry out programs of teaching-learning, research, scholarship, service, leadership, and practice that promote the health of people and society.

PHILOSOPHY FOR NURSING PROGRAMS

Nursing Programs and services promote, maintain, and restore the health of diverse individuals, families, groups, communities, and populations. Nursing is an art, science and profession in which relationships between nurses and those cared for are essential. The roles of the nurse include direct and indirect caregiver, advocate, collaborator, teacher, leader, manager, coordinator, researcher, consultant, and administrator.

The foundation of professional education for basic and advanced nursing includes humanities and sciences. Nursing Programs prepare students to become self-aware and sensitive to the complexity and diversity of human systems and their environments. The programs use systems theory that views health as an ever-changing state.

The nursing community at La Salle is committed to respecting the autonomy, uniqueness, and shared humanity of cared for individuals, families, groups, communities and populations. Nurses recognize that the greatest potential for healing lies within the person. Nurses' primary focus is improving human responses to health and illness.

The nursing community believes that learning is a transformative, life long process that requires active engagement of learners. Students possess a reservoir of experience that is a continuing resource of learning. The teaching-learning environment reflects scholarship, collegiality, respect, and collaboration among learners and teachers, resulting in informed service to others.

Faculty believe that students have the potential to develop as leaders, responsive to persons served and concerned with their welfare. Students develop as ethical, caring, practitioners who promote health in the 21st Century. La Salle graduates strengthen the nursing profession and contribute to the health of society.

UNDERGRADUATE NURSING PROGRAM

The Accelerated RN-BSN Program is a 122 credit course of study that leads to the bachelor of science degree in nursing. Courses are taught in an accelerated format over 5 weeks, with the exception of two courses, HSC 217 and NUR 413, which are 10 weeks in length. Students take 9 nursing courses and a nursing elective in addition to credits earned from past nursing knowledge gained from their associate degree or diploma in nursing. The B.S.N. provides the student with a strong foundation in the liberal arts and biological sciences in preparation to take the nursing courses. Nursing courses reflect a curriculum which builds upon previous nursing knowledge and one that is relevant to the registered nurse student. Clinical experiences are structured into two nursing courses, NUR 314, Health Assessment and NUR 413, Public Health Nursing.

PURPOSE OF THE UNDERGRADUATE NURSING PROGRAM

The purpose of the Undergraduate Nursing Program at La Salle University is to educate nurses for entry into professional practice, who demonstrate leadership when responding to changing health care needs of individuals, families, groups, communities, and populations in a diverse society, who effect change in health care and community systems, and who are prepared for graduate study.

LEARNING GOALS OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program the student will:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice.

2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span.
3. Use clinical judgment and decision-making skills when evaluating the health status of individuals and families and their response to health care.
4. Demonstrate assessment, technical, and communication skills when providing, coordinating, collaborating, and managing nursing care given to individuals, families, groups, communities, and populations across various environments and health care delivery systems.
5. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, recovery, and rehabilitation.
6. Initiate partnerships with patients, families, communities, and health care professionals to promote health and prevent disease.
7. Evaluate nursing and health care services based on ethical, legal, and professional practice standards.
8. Value self-directed learning for continuing professional development.
9. Practice as a change agent in health care delivery systems particularly to insure quality care for vulnerable and underserved populations.

In keeping with the mission of La Salle University, the School of Nursing and Health Sciences offers programs of study that educate nurses to develop knowledge, values, and basic and advanced skills to enable them to think critically, sharpen esthetic perception, communicate effectively and intervene therapeutically with individuals and communities. The Undergraduate Nursing Programs addresses several populations of students through the following nursing curricula: the Accelerated RN-BSN Program, the LPN to BSN Program, the RN-BSN to MSN Program, the RN-MSN Bridge Program, and the Part-time Basic BSN ACHIEVE Program

FACULTY

Zane Robinson Wolf, Ph.D., R.N., FAAN, Dean

Professors: Beitz, Wolf, Zuzelo

Associate Professors: Breckenridge, Catanzaro, Goldberg, Peters, Zuzelo

Assistant Professors: Bicknell, Ehrmann, Frizzell, Gies, Gurmankin, Hoerst, Johnson, Kavanagh, Kinder, Lowenthal, Matecki, McCoy, Miller, Sipe, Strayer, Wilby

Instructors: Grosshauser, King, McGovern, Newmeister, Smith, Terrell

Professional Staff:
Mary Dorr, M.S.N., R.N.,
Assistant Dean

Kristin DeLay, M.A.,
Coordinator, ACHIEVE Program and L.P.N.-B.S.N. Program

Rosemary Elliott, M.Ed., B.S.N., R.N.,
Coordinator, Learning Resource Center

STUDENT ORGANIZATIONS

SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional standards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by application and invitation to nursing students with an academic index of 3.0 (or higher dependent on the G.P.A. of the upper 1/3 of the total class) and above. The society inducts new members once a year.

PROFESSIONAL NURSES' ORGANIZATION (PNO)

PNO is an organization of registered nurse students majoring in nursing who are interested in participating in the professional nurses' network that exists at La Salle. The group was also formed to disseminate information, to provide career related programs, to involve students in University life and to nurture excellence in the School of Nursing and Health Sciences and among its members.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. Students in the ACHIEVE Program, the part-time basic BSN Program, would be eligible to join. This organization, which numbers 300,000 nurses in all levels of nursing education, consists not only at the school/chapter level, but at the state level (Student Nurses' Association of Pennsylvania) and the school/chapter level. La Salle School of Nursing and Health Sciences has a chapter of SNAP. Students learn professional and leadership skills in this organization, and can attend national and state-wide nursing conferences and events. Students are strongly encouraged to join and become involved in NSNA.

MINORITY STUDENT NURSES' ASSOCIATION (MSNA)

Minority Student Nurses Association (MSNA) of La Salle University School of Nursing and Health Sciences seeks to enhance the experiences of minority nursing students, while preserving the uniqueness of those individuals who, by virtue of their own culture and/or gender experiences, have the potential to be accomplished nurses and leaders in the nursing profession. MSNA is open to all nursing students who would like to be involved.

RN – BSN PROGRESS RECORD (121 CREDITS)**I. Powers (4 courses)**

- A. Writing I¹
- **ENG 107** College Writing I
- B. Writing II
- **ENG 108** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology²
- **CSC 151** Introduction to Computing Using Packages

- 1 May be waived by decision of the University before beginning course work; then additional elective is required.
- 2 May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences (may be waived with proof of successful High School chemistry completion)
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
- E. Fine Arts or Foreign Language (one of the following three)
- **ART 151** Visualizing the Sacred
 - **MUS 150** The Art of Listening
 - **Language**
- F. One additional Literature, History, Fine Arts,
or Foreign Language course
- _____

IV. Nursing Major Requirements (9 courses)

1. **NUR 300** Nursing Credits for Associate Degree
or Diploma Program
2. **NUR 301** Professional Nursing Practice and Health Information
Systems
3. **NUR 314** Health Assessment
4. **NUR 318** Developments and Controversies in Pathophysiology
and Pharmacology
5. **NUR 408** Nursing Research
6. **NUR 410** Evidence-based Nursing Practice
7. **NUR 413** Public Health Nursing
8. **NUR 418** Nursing Leadership, Management, and Organizational
Dynamics (Student has the option to take **NUR 607**
instead following approval of the Academic Advisor.)
9. **NUR 465** Safety Strategies for Health Care Delivery Systems
10. Undergraduate Nursing Elective (**NUR 608** instead following
approval of the Academic Advisor.)

V. Liberal Arts Elective (2 courses)

1. _____
2. _____

ACCELERATED RN – BSN PROGRAM

La Salle's Accelerated R.N.–B.S.N. Program provides the opportunity to refine critical-thinking skills, to strengthen one's self-concept as a person and as a member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The La Salle University Accelerated R.N.–B.S.N. Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

As a special service to students and prospective students, a nurse academic adviser is available to discuss the nature of the program and individual options for progression through the program. For an appointment with the nursing academic adviser, call 215.951.1430 (Main Campus).

ADMISSION REQUIREMENTS

- completed Evening and Weekend Program Application for admission
- official copies of transcripts from colleges or universities attended and/or nursing school. If you have completed fewer than 30 college credits, you need to submit a high school transcript.
- college credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- copy of R.N. licensure
- G.P.A. of 2.75 in previous nursing program

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences, which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I & II	8
Chemistry	3*
Microbiology	4
Psychology	6
Nutrition	3
Sociology	3

*may be waived with proof of passing high school chemistry. If waived, three credits will be substituted with a nursing elective.

Students who have not earned a high school diploma in the United States or who have English as a second language are expected to earn a TOEFL computer score of 250, or a paper-based score of 600 and an essay rating of 5.0, or an Internet-based examination of 100 total score (subscores of listening, reading, speaking, and writing).

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

Nursing major courses in the Accelerated R.N.–B.S.N. Program consist of 52 credits. La Salle's R.N.–B.S.N. Program recognizes the knowledge and experience of the R.N. student by providing a battery of challenging examinations through which the student may validate prior learning in nursing. The R.N. student may articulate 25 of the 52 credits as advanced placement required in the nursing major. Students wishing to articulate credits from prior basic nursing programs must have achieved a G.P.A. of 2.75 or better in that program. Listed below are nursing major courses, their descriptions and prerequisites, and opportunities for earning credits by challenge examination. The Accelerated R.N.–B.S.N. Program offers the student the

ability to take one nursing course per night or Saturdays over four hours per a five-week session. (Exceptions: Nursing 314, Health Assessment, six hours per evening over five weeks, and Nursing 413, Public Health, spans 10 weeks). Selected liberal arts courses are offered in an accelerated seven-week format.

COURSE DESCRIPTIONS

** Courses that may be validated through Challenge Examinations or portfolio assessment.

NUR 301

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

This course examines professional nursing practice and clinical practice competencies specified by professional nursing organizations, nursing accrediting agencies, and private foundation and federal reports. Students expand knowledge of workforce issues and informatics to enhance patient and health care provider safety, evidence-based practice, and patient-centered care. Professional writing, electronic portfolio development, and informatics skills are emphasized.

NUR 314**

HEALTH ASSESSMENT
3 credits

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessment techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health-care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice. Prerequisite: NUR 301.

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY
3 credits

Controversies and knowledge development in pathophysiology and pharmacology are investigated and their impact on nursing care through the lifespan are examined. Factors influencing health and illness, such as genetics, ethnicity, and environment, are discussed in relation to disease occurrence and treatment. Relationships among disease states and varying approaches to drug therapies are examined using evidence-based approaches. Technology at point-of-care nursing practice is used, including personal digital assistants (PDAs) and clinical data repositories (CDRs), to develop competencies responding to just-in-time critical values and knowledge for patient-centered care. Prerequisite: NUR 301.

NUR 408

NURSING RESEARCH
3 credits

The research process and its relevance to nursing practice is explored. Students examine clinical topics that are appropriate for nursing research. Critique of research as a nurse consumer is emphasized. Prerequisites: HSC 217 and NUR 301.

NUR 410**EVIDENCE-BASED PRACTICE**

3 credits

This course explores emerging trends in health care systems and implications for nursing practice. End of life issues are analyzed, including the contributions of nursing practice to quality of life, ethical and moral issues, and the economics of chronic illness. Expertise is developed in identifying, accessing, and mobilizing resources through electronic databases for special populations. The mandates of evidence-based practice are analyzed. Topical Outline: Unit I: Vulnerable Populations and Evidence-based Practice; Unit II: Clinical Guidelines and Algorithms and Health Care Services; Unit III: Genetics Update; Unit IV: End of Life Care and Quality of Life; Unit V: Caregiver Burden and Support. Prerequisite: NUR 408.

NUR 413**PUBLIC HEALTH NURSING**

3 credits

This course expands competencies by introducing students to population-based nursing care. The nursing process is utilized to address health promotion, primary and secondary disease prevention, and protection goals for population groups. Healthy People 2010 is the framework for the epidemiological approach to population appropriate care. Relevant historical, political, economic, social, and cultural factors that promote or constrain aggregate health are examined. Contemporary global health issues, such as disasters and epidemics, are also addressed. Prerequisite: NUR 301 and 408.

NUR 418**NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS**

3 credits

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives. Prerequisite: NUR 301.

NUR 465**SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS**

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles on consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

HSC 217**STATISTICS FOR HEALTH SCIENCE PROFESSIONALS**

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in nursing and health research will also be provided. As part of this course, the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

Nursing Electives**NUR 462****THE PERIOPERATIVE NURSING SYSTEM**

3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

NUR 463**ADVANCED CONCEPTS IN PERIOPERATIVE NURSING**

3 credits

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462

NUR 464**ETHICS IN NURSING PRACTICE**

3 credits

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

NUR 466**GENETICS IN CLINICAL PRACTICE**

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

NUR 467**CARING THEORY, CARING PRACTICE**

3 Credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic

writing on caring, and resources available to study caring. International caring and self-care are also analyzed.

Health Science Minor Courses

HSC 114

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits



This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE
3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

HSC 271

THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION
1 credit

Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

HSC 361

HEALTH COMMUNICATION: A MULTIMEDIA APPROACH
3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

HSC 389

THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES
3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

HSC 407

STRESS AND HEALTH

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416/516

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 424

LACTATION PROMOTION AND MANAGEMENT
3 credits



The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding.

HSC 434

WOMEN'S HEALTH CONCERNS

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

HSC 451

UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

HSC 493

HOLISTIC HEALTH APPROACHES

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

LPN-BSN PROGRAM

La Salle's LPN-BSN Program is designed for the adult learner – the licensed practical nurse who is employed and who has family/life obligations and wishes to earn the BSN. The program prepares its graduates to qualify for the National Council Licensure Examination for Registered Nurses to become a registered nurse. The goal of the program is to enable the graduate to provide professional nursing care which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research.

La Salle's LPN-BSN Program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a person and as a member of the nursing profession and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The program is for graduates of accredited LPN Programs who hold a current LPN license. The program can be completed on either a part-time or full-time basis and requires completion of 122 credits.

CLINICAL EXPERIENCES

La Salle's School of Nursing has established strong ties with a number of hospitals and other health care facilities in Philadelphia, Bucks, and Montgomery counties. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, Fox Chase Cancer Center, Doylestown Hospital, Holy Redeemer Hospital and Medical Center, St. Christopher's Hospital for Children, Lankenau Hospital, Paoli Memorial Hospital, St. Joseph's Hospital, Frankford Hospital, Torresdale Division, St. Mary Medical Center, Immaculate Mary Home, Philadelphia Nursing Home, Chestnut Hill Hospital, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Girard Medical Center, Thomas Jefferson University Hospital, Presbyterian Medical Center/University of Pennsylvania Medical Center, Methodist Hospital, Cooper University Hospital, Bryn Mawr Hospital, Brooke Glen Behavioral Health, Temple Children's Hospital, Lower Bucks Hospital, Fairmount Behavioral Health, Pennsylvania Hospital, Veterans Administration Medical Center, YMCA of Germantown, and Philadelphia, public parochial and private schools. . In addition, students will have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public health facility. LPN to BSN students who are taking nursing courses in the ACHIEVE Program will have clinical rotations in hospitals and health care agencies in Montgomery, Bucks, Delaware and Philadelphia Counties and New Jersey. Arrangements for use of public transportation or use of an automobile is the student's responsibility. Students may not request clinical placement based on the need for carpooling or close proximity to their home. .

ADMISSION REQUIREMENTS

- completed Evening and Weekend Program Application for admission
- official copies of transcripts from colleges or Universities attended and/or nursing school. If students have completed fewer than 30 college credits, they need to submit a high school transcript.
- college credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- copy of LPN licensure
- letter of recommendation
- resume, listing employment history

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Students should be aware that the School of Nursing and Health Sciences Undergraduate nursing grading system is different than the general University. Please refer to the School of Nursing and Health Sciences, Undergraduate and Graduate Handbook for details.

Before beginning nursing major courses, the student must have earned at least 60 required La Salle University credits in the liberal arts and sciences which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8 credits
Chemistry	4 credits
Microbiology	4 credits
Psychology	6 credits
Nutrition	3 credits
Sociology	3 credits
Statistics	3 credits

Students must have a minimum cumulative G.P.A. of 3.0 and science G.P.A. of 3.0 (Anatomy & Physiology I and II, Microbiology, and Chemistry). Students must earn a grade of "C" or better in developmental psychology and nutrition prior to admission. After having met the above criteria, the Undergraduate Admissions and Academic Standards Committee will review each student's academic file for admission to the nursing major. Students

LPN – BSN PROGRESS RECORD (125 CREDITS)

I. Powers (4 courses)

- A. Writing I¹
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology²
 - **CSC 151** Introduction to Computing Using Packages

- 1 May be waived by decision of the University before beginning course work; then additional elective is required.
- 2 May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
 1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Foreign Language (one of the following four)
 - **ART 151** Visualizing the Sacred
 - **ART 152** Visualizing the Self and Others
 - **MUS 150** The Art of Listening
 - Foreign Language
- F. One of the following
 - **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Nursing Requirements (13 courses)

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
3. **NUR 306** Nursing Care of Women and the Childbearing Family
4. **NUR 307** Foundation of Practice (Students receive Advanced Placement Nursing credits for Licensed Practical Nurse Diploma)
5. **NUR 310** Mental Health of Individual and Community
6. **NUR 312** Pharmacology
7. **NUR 316** Care of Older Adults in Health and Illness
8. **NUR 405** Nursing Care of Children and Adolescents
9. **NUR 408** Nursing Research
10. **NUR 411** Public Health Nursing
11. **NUR 412** Care of Chronically Ill Adults
12. **NUR 414** Nursing Management and Leadership
13. **NUR 416** Care of Acutely Ill Adults

V. Elective (2 courses)

1. _____
2. _____

dents may repeat 1 science course 1 time only to earn the science G.P.A. of 3.0. Courses taken at La Salle University for which a student received a failing grade of “D” or “F” may not be repeated elsewhere. A student who withdrew from a course and received a “W” may repeat the course at another college or university with the approval of the Coordinator of the ACHIEVE and LPN-BSN Program. Students are permitted to change division one time only during their program of studies in the Undergraduate Program. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE Program to the Day Program. Students must stay in their original cohort on the main campus or the Newtown Bucks-County campus.

Students with English as a second language are expected to earn a TOEFL computer score of 225 or a paper based score of 600 and an essay rating of 5.0. The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions, and certain misdemeanor offenses, may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy.

Students are required to submit the following before entering the clinical setting and each year: a \$20 money order for malpractice insurance, cleared criminal record check and, cleared child abuse check for Pennsylvania and State of residence, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program. All compliance paperwork should be submitted together in one packet. The complete packet is due no later than August 1st(Fall semester) and December 1st(Spring semester). Any student who has not submitted all requested clinical requirements will be withdrawn from the clinical course before classes begin.

Students should expect additional expenses while in the program, including a clinical laboratory pack, uniforms, books, stethoscope, watch with a second hand, public transportation or parking expenses, licensure and NCLEX-RN fees.

Students are expected to meet specific academic NCLEX-RN-related criteria in the senior year before licensure paperwork can be completed. Students are strongly recommended to take a NCLEX-RN Review Course prior to taking the NCLEX-RN licensure examination.

THE CURRICULUM

Nursing major courses in the LPN - BSN program consist of 52 credits. La Salle's LPN - BSN Program recognizes the knowledge and experience of the LPN student by providing a battery of challenge examinations through which the student may validate prior learning in nursing. The LPN student may articulate 5 of the 52 credits as advanced placement required in the nursing major. Listed below are nursing major courses, their descriptions and pre-requisites and opportunities for earning credits by challenge examination. Prior to starting the nursing major, the LPN student must meet with the academic advisor to plan course sequence and academic timeline. Courses must be taken in sequence and in accordance with prerequisite courses.

COURSE DESCRIPTIONS

** Courses that may be validated through Challenge Examinations

NUR 304 (NEW CURRICULUM)

INTRODUCTION TO PROFESSIONAL NURSING
3 credits



This course stimulates understanding of the nursing profession as a science, art, and career. It explores the role and functions of the nurse and the practice of nursing in the broader health-care system. Students focus on professional nursing practice, levels of practice, and career development. How nurses critically think and orient professional practice in philosophical, theoretical, legal, and ethical foundations is explored. Prerequisites: 60 credits in Arts and Sciences.

NUR 305 (NEW CURRICULUM)

HEALTH ASSESSMENT AND PROMOTION
4 credits



This course highlights assessment of the health status of persons from theoretical and practical perspectives. Emphasis is on physical assessment of body systems, health promotion and self-care activities, prevention of disease, and teaching interventions used to provide care to healthy persons across the life span. Students learn the contribution of a health history and the practice of physical assessment for healthy clients in the context of health promotion and evaluation. Health assessment and promotion activities are practiced. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits of Arts and Sciences.

NUR 306 (NEW CURRICULUM)

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
4 credits



The focus of this course is health assessment and health promotion for the childbearing family in diverse health-care settings. Emphasis is placed on the application of theoretical principles including family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings are emphasized. Students apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Nursing plans of care reinforce the problem-solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

NUR 309**

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
5 credits



The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305

NUR 311**NURSING CARE IN CHRONIC ILLNESS**

5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 305

NUR 312****PHARMACOLOGY**

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 305 or concurrent with NUR 305

NUR 316 (NEW CURRICULUM)**CARE OF OLDER ADULTS IN HEALTH AND ILLNESS**

5 credits

Students investigate the impact of chronic illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, and psychosocial changes affecting chronically ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore the health of older adults. Safety principles are highlighted. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: NUR 304, 305, 306, or 310, and 307.

NUR 403**MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY**

5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisites: NUR 309, NUR 311, NUR 312

NUR 405 (NEW CURRICULUM)**NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective, emphasizing the developmental needs of children and adolescents. Students use the nursing process aimed at maintaining health through the illness experience of young patients and their families in secondary and tertiary settings. Risk-reduction strategies in the Healthy Children/Youth 2010 documents are explored. Health promotion and primary care of children and adolescents are discussed. Prerequisites: NUR 304, 305, 306, 307, 310, 312, and 316.

NUR 408 (NEW CURRICULUM)**NURSING RESEARCH**

3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research

design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and NUR 300-level nursing courses.

NUR 409**NURSING CARE IN ACUTE ILLNESS**

5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. This course includes an intensive 6 day clinical experience in addition to the weekly clinical experiences at the end of the course to enhance the transition into the professional nursing role. Prerequisites: NUR 403 and NUR 405

NUR 411 (NEW CURRICULUM)**PUBLIC HEALTH NURSING**

5 credits

This course expands the theoretical and experiential foundations of population-based nursing. Healthy People 2010 frames the epidemiological approach to population-based care. Emphasis is placed on applying the nursing process to primary and secondary disease prevention interventions for vulnerable and underserved populations. Historical, political, economic, social, psychological, and cultural factors that promote and constrain aggregate health are examined along with contemporary health issues. Health-care strategies, population-level interventions, and community resources are identified. Varied clinical opportunities support community-oriented practice and public health approaches in selected agency and community sites. Prerequisites: NUR 304, 305, 306, 307, 310, 312, 316, and 408.

NUR 412 (NEW CURRICULUM)**CARE OF ADULT PATIENTS WITH CHRONIC ILLNESS**

5 credits

In this course, students investigate the impact of chronic illnesses on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: All NUR 300-level nursing courses.

NUR 414 (NEW CURRICULUM)**NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE**

4 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Awareness of interdisciplinary standards. Analyze the effect of JCAHO and other institutional bodies on safe patient care as it effects in a variety of settings.

NUR 416 (NEW CURRICULUM)**CARE OF ACUTELY ILL ADULTS**

5 credits

This course delineates principles and practices specific to the nursing care of acutely ill adult patients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Prerequisites: All 300-level nursing courses and NUR 405, 408, and 412.

HSC 217**STATISTICS FOR HEALTH SCIENCE PROFESSIONALS**

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

Nursing Electives**NUR 462****THE PERIOPERATIVE NURSING SYSTEM**

3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

NUR 463**ADVANCED CONCEPTS IN PERIOPERATIVE NURSING**

3 credits

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462.

NUR 464**ETHICS IN NURSING PRACTICE**

3 credits

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are exam-

ined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

NUR 465**SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS**

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles on consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301

NUR 466**GENETICS IN CLINICAL PRACTICE**

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

NUR 467**CARING THEORY, CARING PRACTICE**

3 Credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are also analyzed.

Health Science Minor Courses**HSC 114****UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS**

3 credits



This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223**PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE**

3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role

of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

HSC 271

THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION
1 credit



Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

HSC 361

HEALTH COMMUNICATION: A MULTIMEDIA APPROACH
3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

HSC 389

THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES
3 credits



This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

HSC 407

STRESS AND HEALTH

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416/516

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 424

LACTATION PROMOTION AND MANAGEMENT
3 credits



The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture.

This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding. They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities. Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

HSC 434

WOMEN'S HEALTH CONCERNS
3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

HSC 451

UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN
3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

HSC 493

HOLISTIC HEALTH APPROACHES I
3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs

of the total person, holistic health care is not considered an alternative to the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

RN-BSN TO MSN PROGRAM

La Salle's R.N.-B.S.N. to M.S.N. Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the R.N.-B.S.N. Program by permitting enrollment in selected graduate-level courses while completing the B.S.N. Specific M.S.N.-level courses are substituted for nine credits of undergraduate work. The R.N.-B.S.N. to M.S.N. Program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

ADMISSION REQUIREMENTS

1. The R.N. student completes an Evening and Weekend Program Application. The R.N. student must provide official copies of transcripts from high school and college and/or university programs. The student must provide a copy of a current R.N. license. The R.N. student who is currently enrolled in the R.N.-B.S.N. Program and decides to pursue the R.N.-B.S.N. to M.S.N. option should submit an M.S.N. application during the final semester of the B.S.N. Program. Please refer to the Graduate Nursing Web site for admission and schedule an appointment with the Graduate Nursing Director.
2. The R.N. student who is new to La Salle should complete all requirements for admission to the M.S.N. Program (see M.S.N. brochure).

Students with English as a second language are expected to earn a TOEFL computer score of 250, or a paper-based score of 600 and an essay rating of 5.0, or an Internet-based examination of 100 total score (sub-scores of listening, reading, speaking, and writing).

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

RN-BSN TO MSN OPTION

NUR 301

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

NUR 314

HEALTH ASSESSMENT
3 credits

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY
3 credits

NUR 408

NURSING RESEARCH
3 credits

NUR 410

EVIDENCE-BASED NURSING PRACTICE
3 credits

NUR 413

PUBLIC HEALTH NURSING
3 credits

NUR 418

NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS
3 credits

NUR 467

SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

NUR ELECTIVE/GENERAL ELECTIVE

GRADUATE COURSES MAY BE TAKEN WITH PERMISSION OF THE ACADEMIC ADVISER.

NUR 607.

ADVANCED PRACTICE NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS
3 credits

NUR 608

POPULATION-BASED CARE AND ADVANCED PRACTIC NURSING
3 credits

Nursing major courses at the B.S.N. level consist of 52 credits. The R.N. student can articulate 25 of the 52 credits. For the student in the R.N.-M.S.N. Program, nine credits of graduate-level coursework will be applied to the remaining 27 undergraduate nursing credits. The B.S.N. is awarded after the R.N. student has earned 122 credits.

RN TO MSN BRIDGE PROGRAM

The bridge program is intended for Registered Nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (M.S.N.). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from high school, colleges, and/or universities or nursing program
- providing a copy of current R.N. license

Students with English as a second language are expected to earn a TOEFL computer score of 250, or a paper-based score of 600 and an essay rating of 5.0, or an Internet-based examination of 100 total score (sub-scores of listening, reading, speaking, and writing). Individuals must have achieved a 3.0 or above grade point average in their non-nursing baccalaureate degree.

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 Public Health Nursing
- Statistics

After successful completion of the above courses with a G.P.A. of 3.0 or above, the applicant would be able to make an application to the M.S.N. Program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different than that of the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE ACHIEVE PROGRAM

The ACHIEVE Program is the Evening/Weekend basic Bachelor of Science in Nursing Program, offered at the Bucks County-Newtown Campus (initiated in January 2002) and at the Main Campus (initiated in September 2002). Students in this program qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) (state board of nursing examination) to become registered professional nurses and to practice as members of the nursing profession. This program, which is 122 credits leading to the BSN is taught over 7 continuous semesters once prerequisite courses are met. The nursing courses are taught during the Fall, Spring, and Summer Sessions (8-10 credits Fall and Spring; 5 credits, Summer). Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours. The goal of the program is to enable the graduate to provide professional nursing care which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research.

La Salle's ACHIEVE Program provides the opportunity to refine critical thinking skills, to strengthen one's self concept as a person and as a member of the nursing profession and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth. Students who can enter the ACHIEVE Program are those new to nursing, career changers, and LPNs who wish to complete the program on an Evening/Weekend basis.

CLINICAL EXPERIENCES

La Salle's School of Nursing and Health Sciences has established strong ties with a number of hospitals and other health care facilities in Philadelphia, Bucks, and Montgomery counties. Clinical experiences associated with course work will be at institutions such as Albert Einstein Medical Center, Fox Chase Cancer Center, Holy Redeemer Hospital and Medical Center, St. Christopher's Hospital for Children, Paoli Memorial Hospital, St. Joseph's Hospital, Frankford Hospital, Torresdale Division, St. Mary Medical Center, Doylestown Hospital, Immaculate Mary Home, Philadelphia Nursing Home, Chestnut Hill Hospital, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Lankenau Hospital, Shriner's Hospital for Children, Girard Medical Center, Thomas Jefferson University Hospital, Presbyterian Medical Center/University of Pennsylvania Medical Center, Methodist Hospital, Cooper University Hospital, Bryn Mawr Hospital, Brooke Glen Behavioral Health, Temple Children's Hospital, Lower Bucks Hospital, Fairmount Behavioral Health, Pennsylvania Hospital, Veterans Administration Medical Center, YMCA of Germantown, and Philadelphia, public parochial and private schools. Students in the ACHIEVE Program will have clinical rotations in hospitals and health care agencies in Montgomery, Bucks, Delaware and Philadelphia Counties and New Jersey.

Arrangements for use of public transportation or use of an automobile is the student's responsibility. Students may not request clinical placement based on the need for carpooling or close proximity to their home.

ADMISSION REQUIREMENTS

- Completed Evening and Weekend Program Application for admission.
- Official copies of transcripts from, colleges, or universities attended. If students have completed fewer than 30 college credits, they need to submit a high school transcript.
- College credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations.
- Letter of recommendation

Applicants will be accepted each year for the Summer, Fall, and Spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 La Salle University credits in the liberal arts and sciences which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8 credits
Chemistry	4 credits
Microbiology	4 credits
Psychology	6 credits
Nutrition	3 credits
Sociology	3 credits
Statistics	3 credits

Students must have a minimum cumulative G.P.A. of 3.0 and a science G.P.A. of 3.0 (Anatomy and Physiology I and II, Microbiology, and Chemistry). Students must earn a grade of "C" or better in developmental psychology and nutrition prior to admission. After having met the above criteria, the Undergraduate Admissions and Academic Standards Committee will review each student's academic file for admission to the nursing major. Students may repeat 1 science course 1 time only to earn the science G.P.A. of 3.0. Courses taken at La Salle University for which a student received a failing grade of "D" or "F" may not be repeated elsewhere. A student who withdrew from a course and received a "W" may repeat the course at another college or university with the approval of the Coordinator of the ACHIEVE and LPN-BSN Program. Students are permitted to change division one time only during their program of studies in the Undergraduate Program. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE

ACHIEVE PROGRAM PROGRESS RECORD (125 CREDITS)

I. Powers (4 courses)

- A. Writing I¹
 - **ENG 107** College Writing I
- B. Writing II
 - **ENG 108** College Writing II
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology²
 - **CSC 151** Introduction to Computing Using Packages

- 1 May be waived by decision of the University before beginning course work; then additional elective is required.
- 2 May be waived by challenge examination given by the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
 - 1. **BIO 161** Anatomy & Physiology I
 - 2. **BIO 162** Anatomy & Physiology II
 - 3. **BIO 163** Clinical Microbiology
 - 4. **CHM 161** Chemistry of the Life Sciences
 - 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
 - 1. Sociology
 - **SOC 150** Principles of Sociology
 - 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
 - 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 - 2. **REL** REL 200-Level
- B. Philosophy
 - 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 - 2. **PHL 200** PHL 200-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
- E. Fine Arts or Foreign Language (one of the following four)
 - **ART 151** Visualizing the Sacred
 - **ART 152** Visualizing the Self and Others
 - **MUS 150** The Art of Listening
 - Foreign Language
- F. One of the following
 - **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Nursing Requirements (12 courses)

- 1. **NUR 304** Introduction to Professional Nursing
- 2. **NUR 305** Health Assessment and Promotion
- 4. **NUR 306** Nursing Care of Women and the Childbearing Family
- 3. **NUR 307** Foundation of Practice
- 5. **NUR 310** Mental Health of Individual and Community
- 6. **NUR 312** Pharmacology
- 7. **NUR 316** Care of Older Adults in Health and Illness
- 8. **NUR 405** Nursing Care of Children and Adolescents
- 9. **NUR 408** Nursing Research
- 10. **NUR 411** Public Health Nursing
- 11. **NUR 412** Care of Chronically Ill Adults
- 12. **NUR 414** Nursing Management and Leadership
- 13. **NUR 416** Care of Acutely Ill Adults

V. Elective (2 courses)

- 1. _____
- 2. _____

MODEL ROSTER — PART-TIME BASIC BSN ACHIEVE PROGRAM, MAIN CAMPUS

Fall	Spring	Summer I/Summer II
Nursing 304	Nursing 305	Nursing 312
Nursing 307	Nursing 306	Nursing 316
Fall	Spring	Summer I/Summer II
Nursing 310	Nursing 408	Nursing 411
Nursing 405	Nursing 412	
Fall		
Nursing 414		
Nursing 416		

Program to the Day Program. Students must stay in their original cohort on the main campus or the Newtown Bucks-County campus. Students in the ACHIEVE Program must successfully complete each clinical course and pharmacology each semester before progressing to the next clinical semester in the program of studies.

Students should expect additional expenses while in the program, including books, uniforms, a clinical laboratory pack, stethoscope, watch with a second hand, public transportation or parking expenses, licensure, and NCLEX-RN fees.

Students are expected to meet specific academic NCLEX-RN-related criteria in the senior year before licensure paperwork can be completed. It is strongly recommended that students take a NCLEX-RN Review Course before taking the NCLEX-RN licensure examination.

THE CURRICULUM

Nursing major courses in the ACHIEVE Program consist of 52 credits. Listed below are nursing major courses, their descriptions and prerequisites.

The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions, and certain misdemeanor offenses, may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy.

Students are required to submit the following before entering the clinical setting and each year: a \$20 money order for malpractice insurance, cleared criminal record check and cleared child abuse check for Pennsylvania and State of residence, history and physical examination, up-to-date CPR, immunization records, and tuberculin testing. Compliance with these requirements are mandatory prior to admission to the nursing program. All compliance paperwork should be submitted together in one packet. The complete packet is due no later than August 1st(Fall semester) and December 1st(Spring semester). Any student who has not submitted all requested

MODEL ROSTER — PART-TIME BASIC BSN ACHIEVE PROGRAM, BUCKS COUNTY CAMPUS

Fall	Spring	Summer I/Summer II
	Nursing 304	Nursing 305
	Nursing 307	Nursing 306
Fall	Spring	Summer I/Summer II
Nursing 312	Nursing 310	Nursing 412
Nursing 316	Nursing 405	
Fall	Spring	
Nursing 408	Nursing 414	
Nursing 411	Nursing 416	

clinical requirements will be withdrawn from the clinical course before classes begin.

COURSE DESCRIPTIONS

NUR 304 (NEW CURRICULUM)

INTRODUCTION TO PROFESSIONAL NURSING
3 credits



This course stimulates understanding of the nursing profession as a science, art, and career. It explores the role and functions of the nurse and the practice of nursing in the broader health-care system. Students focus on professional nursing practice, levels of practice, and career development. How nurses critically think and orient professional practice in philosophical, theoretical, legal, and ethical foundations is explored. Prerequisites: 60 credits in Arts and Sciences.

NUR 305 (NEW CURRICULUM)

HEALTH ASSESSMENT AND PROMOTION
4 credits



This course highlights assessment of the health status of persons from theoretical and practical perspectives. Emphasis is on physical assessment of body systems, health promotion and self-care activities, prevention of disease, and teaching interventions used to provide care to healthy persons across the life span. Students learn the contribution of a health history and the practice of physical assessment for healthy clients in the context of health promotion and evaluation. Health assessment and promotion activities are practiced. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits of Arts and Sciences.

NUR 306 (NEW CURRICULUM)

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
4 credits



The focus of this course is health assessment and health promotion for the childbearing family in diverse health-care settings. Emphasis is placed on

the application of theoretical principles including family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings are emphasized. Students apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Nursing plans of care reinforce the problem-solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. Includes: Three hours of class and three hours of clinical. Prerequisites: 60 credits in Arts and Sciences.

NUR 307 (NEW CURRICULUM)

FOUNDATIONS OF PRACTICE

5 credits

This course uses a systems theory framework to assist students to view the health-care needs of patients requiring health-maintenance services. Clinical experiences focusing on the nursing process, patient safety issues, and interventions for geriatric patients are provided in secondary and tertiary health-care settings. Traditional and holistic approaches to patient care are emphasized as well as the contributions of informatics to the care of patients. Students demonstrate common nursing skills in the campus laboratory and health-care agencies. Includes: Three hours of class and six hours of clinical. Prerequisites: 60 credits in Arts and Sciences.



NUR 309

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY

5 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 5th Ed. (AWHONN, 1998). Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 304, NUR 305 and NUR 307



NUR 311

NURSING CARE IN CHRONIC ILLNESS

5 credits

This course focuses on the impact of chronic illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are explored. Maintenance of health through the illness experience is emphasized with patients in secondary and tertiary settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 304, NUR 305 and NUR 307

NUR 312

PHARMACOLOGY

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions, and environmental factors and safety precautions during

medication administration. Special considerations are given to the effects of drugs on different age groups and to nursing's responsibilities in drug therapy. Prerequisite: NUR 304, NUR 307; NUR 305 may be taken concurrently with NUR 312 in the ACHIEVE Program only

NUR 316 (NEW CURRICULUM)

CARE OF OLDER ADULTS IN HEALTH AND ILLNESS

5 credits

Students investigate the impact of chronic illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, and psychosocial changes affecting chronically ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore the health of older adults. Safety principles are highlighted. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: NUR 304, 305, 306, or 310, and 307.

NUR 403

MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY

5 credits

Theories and concepts of stress and coping are explored from physiological, cognitive-behavioral, cultural, psychosocial, and nursing perspectives. Within the framework of Healthy People 2010, clinical experiences focus on stress and coping by individuals, including nurses as practice professionals, groups and families dealing with problematic, health related situations with an emphasis on mental disorders. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 309, NUR 311, NUR 312



NUR 405 (NEW CURRICULUM)

NURSING CARE OF CHILDREN AND ADOLESCENTS

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective, emphasizing the developmental needs of children and adolescents. Students use the nursing process aimed at maintaining health through the illness experience of young patients and their families in secondary and tertiary settings. Risk-reduction strategies in the Healthy Children/Youth 2010 documents are explored. Health promotion and primary care of children and adolescents are discussed. Prerequisites: NUR 304, 305, 306, 307, 310, 312, and 316.



NUR 408 (NEW CURRICULUM)

NURSING RESEARCH

3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and NUR 300-level nursing courses.



NUR 409

NURSING CARE IN ACUTE ILLNESS

5 credits

This course focuses on the impact of acute illness on adult and elderly individuals and their families. Physiological and psychosocial alterations are

explored. Maintenance of health through the illness experience is emphasized with patients in secondary health care settings and at home. Includes 3 credits of class, 6 hours of clinical. Prerequisite: NUR 403 and NUR 405. This course includes an intensive 6 day clinical experience at the end of the course in addition to weekly clinical experiences to enhance the transition into the professional nursing role. Prerequisites: NUR 403 and NUR 405

NUR 411 (NEW CURRICULUM)

PUBLIC HEALTH NURSING

5 credits



This course expands the theoretical and experiential foundations of population-based nursing. Healthy People 2010 frames the epidemiological approach to population-based care. Emphasis is placed on applying the nursing process to primary and secondary disease prevention interventions for vulnerable and underserved populations. Historical, political, economic, social, psychological, and cultural factors that promote and constrain aggregate health are examined along with contemporary health issues. Health-care strategies, population-level interventions, and community resources are identified. Varied clinical opportunities support community-oriented practice and public health approaches in selected agency and community sites. Prerequisites: NUR 304, 305, 306, 307, 310, 312, 316, and 408.

NUR 412 (NEW CURRICULUM)

CARE OF ADULT PATIENTS WITH CHRONIC ILLNESS

5 credits



In this course, students investigate the impact of chronic illnesses on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for patients with disorders of different body systems in secondary and tertiary health care agencies. Prerequisites: All NUR 300-level nursing courses.

NUR 414 (NEW CURRICULUM)

NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE

4 credits



The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Awareness of interdisciplinary standards. Analyze the effect of JCAHO and other institutional bodies on safe patient care as it effects in a variety of settings.

NUR 416 (NEW CURRICULUM)

CARE OF ACUTELY ILL ADULTS

5 credits

This course delineates principles and practices specific to the nursing care of acutely ill adult patients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Prerequisites: All 300-level nursing courses and NUR 405, 408, and 412.

HSC 217

STATISTICS FOR HEALTH SCIENCE PROFESSIONALS

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking as a means of using data for problem solving will be presented. The student will apply statistical concepts to elementary data analysis using the statistical methods commonly used in health care research. Examples of statistical application in health research will also be provided. As part of this course the student will be introduced to the Statistical Package for the Social Sciences (SPSS).

Nursing Electives

NUR 462

THE PERIOPERATIVE NURSING SYSTEM

3 credits

NUR 462, an elective clinical course, explores the concepts and processes of health care delivery for clients in the perioperative environment. The nursing process will be directed toward clients requiring significant nursing interventions for the promotion and restoration of health. The course provides an introduction to the diversified role of the professional nurse in the operating room and post anesthesia recovery room. Throughout the course, emphasis is placed on the following dimensions of professional perioperative nursing: client/family teaching/learning activities, technical skill development, nurse/client family communication, priority determination/resource management, and health care trends.

NUR 463

ADVANCED CONCEPTS IN PERIOPERATIVE NURSING

3 credits

NUR 463, an elective clinical course, continues the exploration of concepts and processes of health care delivery for clients in the perioperative environment that commences in Nursing 462. Nursing 463, is designed to allow students interested in perioperative care to expand their knowledge of and develop their repertoire of skills for the surgical client. The course introduces students to more complex surgical nursing theory and permits students to have clinical contact with complicated surgical specialty interventions. Sample topics will include: Laser therapy, total joint replacement and internal/external fixation, advanced anesthetic concepts and monitoring, use of specialized surgical equipment (Ultrasonic, pulsavac, rapid infusion systems), pediatric surgery, ambulatory surgery, quality assurance and perioperative research and perioperative case management. Selected surgical procedures will be examined via a general systems theory and nursing process approach. Prerequisite: NUR 462.

NUR 464

ETHICS IN NURSING PRACTICE

3 credits

Ethics in Nursing Practice is designed to provide the foundations for ethical decision-making in nursing practice. Ethical theories, moral development theories and nursing models for ethical decision-making are explored with a focus on application to nursing practice. Ethical dilemmas are examined with emphasis on identifying the "moral points of view." Using case studies from practice, students explore the situational and social aspects in these human dilemmas and develop strategies for collaboration with the multidisciplinary team in the decision-making process.

NUR 465

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the per-

spectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles on consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

NUR 466**GENETICS IN CLINICAL PRACTICE**

3 credits

In this course students explore the scientific advances in human genetics and their influence on health care services. Cellular events, fetal development, inheritance, and genetic conditions are evaluated. Students examine the Human Genome Project and review genetic health care services.

NUR 467**CARING THEORY, CARING PRACTICE**

3 Credits

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are also analyzed.

HEALTH SCIENCE MINOR COURSES**HSC 114****UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS**

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223**PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE**

3 credits

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization will be presented. Discussion will chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future will be addressed. The role of Yellow Fever, Typhoid, Influenza, and Legionnaire's disease in the history of Philadelphia will be studied.

HSC 271**THE PHYSICAL SCIENCE OF PHYSIOLOGICAL INSTRUMENTATION**

1 credit

Health care practitioners are required to apply modern electrical instrumentation in clinical settings. Few professionals receive formal training in clinical instrumentation. The purpose of this course is to introduce students to basic electrical principles, types of signals that can be recorded from the human body, biosensors, transducers, and electrical safety. Topics focus on specific applications of electrical instrumentation to perform clinical assessments, therapy, and research in healthcare settings.

HSC 361**HEALTH COMMUNICATION: A MULTIMEDIA APPROACH**

3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

HSC 389**THE HEALTH OF A NATION: CULTURAL DIVERSITY AND HEALTH DISPARITIES**

3 credits

This course explores cultural diversity and health disparities globally and locally. Utilizing systems theory, students relate the impact of culture on health. Through a cultural self-assessment, students explore how their own culture influences their worldview. Selected components of complex cultural environments that relate to health disparities will be analyzed. Students examine existing health disparities, systems and potential solutions. This course recognizes cultural competency as a basic requirement of any health care system and its constituents. Students will determine the importance of responding respectfully to and preserving the dignity of people of all cultures both within and outside of health and social systems. Experiential and services learning projects emphasize cultural diversity and its impact on the health of nations.

HSC 407**STRESS AND HEALTH**

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416/516**URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, economic, and educational factors on the well being of urban populations is investigated. Students examine urban communities as complex physical and social environments. Selected threats to quality of life and the effects of common high-risk behaviors on family health are assessed. This course recognizes the family unit as the basis for community health. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 424**LACTATION PROMOTION AND MANAGEMENT**

3 credits



The focus of this course is the promotion and management of breastfeeding. Emphasis is placed on the application of theoretical principles that include the physiological and psychosocial nature of the normal breastfeeding experience. Special emphasis will be placed on the barriers currently influencing the re-establishment of a breastfeeding culture. This course is designed to prepare breastfeeding educators. Breastfeeding educators have completed additional education that prepares them to assess, plan, intervene, and evaluate normal breastfeeding. They are usually health care providers who assist families with breastfeeding as well as perform other clinical responsibilities. Breastfeeding assistance is integrated with primary care. Breastfeeding educators provide invaluable assistance to breastfeeding families and communicate the normalcy of breastfeeding in a variety of health care settings. They are aware of community resources and refer families to lactation consultants for additional breastfeeding assistance as necessary.

HSC 434**WOMEN'S HEALTH CONCERNS**

3 credits

Explores contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and intervention alternatives are examined from a holistic perspective.

HSC 451**UNIQUE POPULATIONS: THE HEALTH OF URBAN MEN**

3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service learning project for urban men is implemented.

HSC 493**HOLISTIC HEALTH APPROACHES I**

3 credits

This course explores philosophical, theoretical and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to

the familiar western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory and principles. A major focus for this course will be hands on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

GRADUATE PROGRAMS

GRADUATE PROGRAMS

In addition to the undergraduate degree programs described in this bulletin, La Salle University offers 12 master's level programs, a doctoral program, and several certification programs, which can be pursued in the evening or on weekends.

BUCKS COUNTY CENTER

La Salle University is offering master's degree programs in eight academic areas at its Bucks County Center in Newtown, Pa. The Center is located in the Silver Lake Executive Campus, approximately one mile from the Newtown-Yardley exit of I-95. This full-service educational facility includes traditional classrooms, seminar rooms, a psychological assessment lab, a nursing lab, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a Resource Center that houses library materials and computer workstations.

For adult students pursuing an undergraduate degree, career advancement, or personal growth, La Salle's Bucks County Center offers a number of options. There are degree-completion programs in Organizational Dynamics and in Nursing (R.N.-B.S.N.), a part-time Nursing program (ACHIEVE), and a variety of post-baccalaureate certificate programs.

For more information on the La Salle University Bucks County Center, call 215.579.7335 or e-mail buckscenter@lasalle.edu.

BILINGUAL/BICULTURAL STUDIES

The Master of Arts in Bilingual/Bicultural Studies is an innovative part-time program. It is a 30-credit program for today's professionals who work with the nation's fast growing Latino/Hispanic population. The program provides comprehensive instruction in Caribbean and Latin American language (Spanish) and culture and prepares these professionals to engage in dialogue with their Spanish-speaking customers, clients, patients, students, etc.

Currently, business persons, lawyers, physicians, teachers, police officers, social workers, health-care personnel, and other professionals are faced with new challenges ensuing from the dramatic demographic changes we are experiencing. These demographic changes involve the even more rapid growth of the Latino/Hispanic population within the United States. As a consequence, professionals in practically all fields are encountering language and cultural barriers in their efforts to provide goods and services to this fast-growing segment. Clearly, effective communication and cultural understanding are essential if these professionals want to meet the needs of their clients.

The Master of Arts in Bilingual/Bicultural Studies provides a Latin American/Caribbean-oriented Spanish language skills training/curriculum. The program focuses on the practical application of dealing with Latinos/Hispanics living in the United States from both a linguistic and a cultural perspective. To give the language (Spanish) learning aspects a more pronounced meaning, students are required to take a variety of courses in Latino/Hispanic culture, history, art forms, and literature. For students who are already skilled in the Spanish language, an advanced curriculum designed to dramatically improve their writing and expressive skills is required and provided by the program.

All students are expected to participate in the summer sessions that are provided. Participation may take the form of intensive language training, symposium/workshops and/or placement in field experiences within one of the agencies serving the Latino/Hispanic community of Philadelphia. Students complete their M.A. in Bilingual/Bicultural Studies with a capstone project/thesis that may reflect the student's professional interests.

When all of these linguistic, social, and cultural experiences are acquired, the student will have at his/her command an enduring multi-dimensional image of Latin America and Latino/Hispanics residing in the United States.

For more information, call 215.951.1209.

BUSINESS ADMINISTRATION (M.B.A.)

PART-TIME M.B.A.

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the purpose of La Salle's M.B.A. Program is to provide a professionally oriented graduate business education that will enable students to develop and strengthen the leadership skills and knowledge necessary for success. The M.B.A. Program values educational programs where experienced people from diverse professional backgrounds come together in the traditional classroom setting to integrate their broad range of professional experience with theoretical knowledge. A unique learning environment is created in the M.B.A. Program that prepares students for placement or advancement into professional positions. The M.B.A. Program is primarily committed to the student seeking part-time graduate business education. It, however, also provides full-time students with an opportunity to benefit from the classroom environment and the practical perspective of experienced managers. The priority of the M.B.A. Program is to serve a student population that is adult, professional, and highly motivated.

The La Salle University M.B.A. Program offers students the flexibility of acquiring the appropriate background for graduate business education and, at the same time, offers a significant amount of choices of courses within the M.B.A. Program. The structure of La Salle's M.B.A. Program is comprised of: Basic Skills; the Foundation; Core, Specializations and Electives; Executive Perspectives; and Integrative Capstones. To fulfill the requirements of the M.B.A. degree, students must complete a minimum of 33 credits and a maximum of 48 credits, depending upon the student's academic and professional background. Coming from a variety of highly professional and strong academic backgrounds, the faculty in the M.B.A. Program stress the interaction of theoretical knowledge with practical experience and shared ideas. The faculty also invest their time wisely in developing new knowledge in their field through individual and team research—some that includes students as assistants. Also, 90 percent of our faculty hold the highest degrees in their field.

For more information, call 215.951.1057, e-mail mba@lasalle.edu, or visit www.lasalle.edu/mba.

FULL-TIME M.B.A.

La Salle University's full-time M.B.A. Program is designed to provide students with the skills needed to be successful business leaders in the international job market. As a result of La Salle's worldwide recruiting efforts, students in this program are immersed in an intercultural environment while attending their classes.

The program provides comprehensive exploration of the principles and functions of management and increases students' understanding of international business. In addition to traditional classroom learning, students will have opportunities to participate in international travel seminars to Europe and the Pacific Rim; a one-semester study abroad experience at Euromed Marseille, France, The University of Brighton, England, or with one of La Salle's other international partners; and workshops to enhance their international business etiquette skills and their knowledge of American corporate culture.

Students with an undergraduate degree in business can complete the degree in one year. Students without a business background will be able to complete the program in two years.

The structure of La Salle's full-time M.B.A. Program is comprised of six sections: Basic Skills, Foundation, Core, Specialization and Electives, Executive Perspectives, and the Integrative Capstone. Students must complete between 33 and 48 credits (plus any of the Basic Skills courses) to complete the M.B.A. degree at La Salle University. The total amount of credits to fulfill the requirements of the M.B.A. degree depends upon the student's academic background.

The Admission Committee of the full-time M.B.A. Program is concerned with each applicant's interest, aptitude, and potential for achievement in graduate business studies. The program is structured to accommodate students with various undergraduate degrees. Program applications are reviewed on a "rolling" basis. Students may enter the program in the fall, spring, and summer. All candidates must have completed a four-year undergraduate degree or its equivalent from an accredited institution of higher learning to qualify for admission.

The Admission Committee considers the above factors and attempts to achieve some reasonable geographic distribution among countries and continents when accepting full-time M.B.A. students. Formal work experience is not required.

For additional information, contact us at 215.951.1913 or e-mail ftmba@lasalle.edu.

CENTRAL AND EASTERN EUROPEAN STUDIES

The Master of Arts in Central and Eastern European Studies is an innovative, interdisciplinary, graduate degree program initiated at La Salle in September 1993. The program is designed to reflect new realities that have emerged in Central and Eastern Europe as a result of recent historic upheavals, particularly the disintegration of the Soviet Union and the reunification of Germany. It offers a variety of courses in numerous disciplines dealing with diverse subjects that are designed to provide an academic platform for evaluating, interpreting, and forecasting events in Central and Eastern Europe as they impact upon the modern world.

The program is for students who wish to pursue careers in international trade and commerce, geopolitics, teaching, journalism, the diplomatic service, and other related fields, or who wish to prepare themselves for doctoral studies.

There is a need for scholars, entrepreneurs and professional people, in general, to appreciate the numerous languages and disparate cultures of this area of the world and to understand in greater depth the current state of its economic and political infrastructure. Only an informed American intelligentsia can participate meaningfully in the democratic development of this area. There are also opportunities for American academics to assist Eastern Europe in its reconstruction through the re-education of its university population in the methods and techniques of Western literary, political, economic, and historical analysis. This program seeks to make those opportunities manifest.

For more information, call 215.951.1200 or e-mail cees@lasalle.edu.

CLINICAL-COUNSELING PSYCHOLOGY

La Salle has developed a Clinical-Counseling Psychology Program that is versatile, practical, and substantial. Whether you are already in the clinical-counseling field or are making a career move, the program is designed to fit your needs. It offers a strong combination of theory and practice that provides graduates with a broad background—and a range of options for the future.

The program stresses skills training and clinical preparation in four concentrations: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, and Industrial/Organizational Psychology.

It also requires a common core of psychological studies as a basis for disciplined practice in the respective areas. This makes it an excellent start for those who wish to go on and pursue a doctoral degree.

The program is crafted to provide a sequential experience for each student. The progression in each instance is from knowledge base, to skills development, to application. The integration of theory and practice is emphasized throughout that progression.

For most students, graduation from our program is a major step in preparing for licensure as a Professional Counselor or Marriage and Family Therapist.

Graduates are also prepared to work as middle-level practitioners in psychological services settings and human resources divisions of organizations. Examples of work settings include mental health clinics, employee assistance programs, alcohol and drug rehabilitation centers, marriage and family counseling agencies, college and university counseling centers, and in individual or group private practice.

Students are also prepared for other positions in business, government, and education where management, consultation, and referral skills are major job responsibilities.

It is possible to complete the 48-credit program in either three years (on average six credit hours per term) or two years (on average nine credit hours per term).

For more information, call 215.951.1767, e-mail psyma@lasalle.edu, or visit www.lasalle.edu/grad.

COMPUTER INFORMATION SCIENCE

Computers provide an endless list of possible uses—ways to make businesses run smoother and better serve customers. A person who has the skills and knowledge to explore these possibilities has power in the workplace. La Salle's Master of Science degree in Computer Information Science provides the right combination of practical knowledge and computing concepts to ensure you can master today's—and tomorrow's—technology.

The program is designed for persons who wish to advance their knowledge of computer information science, technology, and practices within the professional community. Its comprehensive curriculum, n-tier architectures and enterprise systems.

The four areas for study are software engineering, databases, systems and developer, and networking. These are the building blocks for current and emerging technologies. In addition, students may take electives in other areas such as social, ethical, and legal issues in computing, e-business, and emerging technologies. Object-oriented and component-based programming, developed using the Unified Modeling Language, are the principal programming paradigms.

Students develop quantitative talents and people skills while gaining extensive hands-on experience. The field is dynamic in nature, so students need to be prepared for self-study throughout their careers. To improve this skill, students are required to join in class discussions, evaluate new soft-

ware packages, make formal classroom presentations, and do independent and team projects.

A strength of the program is its practical focus, based on a strong conceptual foundation. Students may culminate their learning with a capstone project or research paper under the supervision of a faculty advisor. Students may work individually or in groups. They can partner with an external company or work on a project for their employer.

For more information, call 215.951.1222 or e-mail gradcis@lasalle.edu.

EDUCATION

For years, the traditional school-as-factory model has set the tone for most teacher education programs. In contrast, La Salle's Graduate Program in Education offers unique alternatives that views each child as an individual learner with needs that often can't be met through a industrialized approach to education. This assembly-line method of schooling encourages teachers to ignore individual differences and the interlocking parts of a child's education. Worse still, it causes them to think in terms of stereotypes of grade, label, and subject.

La Salle-prepared educators are not semi-skilled production workers. La Salle-educated teachers command a comprehensive understanding of the child or adolescent as a very individual learner. They know how to keep the differences of their students in mind and they know how to develop state-of-the-art instruction that works in the "real world" of the school. This focus on the individual as learner is the very embodiment of the expert teacher.

La Salle-educated teachers also are grounded in analytic techniques that promote their ability to analyze the meaning and effects of educational institutions, develop critical understanding of educational thought and practice, and provide resources for the development of educational policy-making skills. This develops genuinely reflective professional practitioners who are capable of leading and innovating rather than merely following orders.

To insure a union of theory with practice, clinical teaching begins early in the program. What is more, these practica are managed and directed by La Salle University in order to ensure optimal conditions for professional growth.

La Salle's Graduate Programs in Education offer: in-service continuing education and Master of Arts in Education for practicing teachers; dual certification in elementary and special education; and certification in most secondary teaching areas.

For more information, call 215.951.1593 or e-mail graded@lasalle.edu.

HISTORY

La Salle's M.A. in History program is different from all others in the Mid-Atlantic region in that it provides distinct opportunities to advance the careers of both practicing social studies teachers and aspiring graduate students in history. The appeal for all teachers with Pennsylvania teaching certificates is that this program will broaden and deepen their knowledge of history in order to:

- Maintain active certification status (in conformity with Act 48)
- Reach the "highly qualified teacher" category by mastery of content knowledge

Those students in pursuit of a traditional M.A. in History will also find La Salle's program attractive.

- The M.A. curriculum in History is professional in nature and is designed as preparation for the doctorate and numerous professional careers.
- The historiography course, the three "readings" courses, and the two History electives will extend students' undergraduate preparation in these areas, and the three primary-source-based, historical analysis courses will provide excellent preparation for archival analysis, visual history, material culture, oral history, and interdisciplinary research that, collectively, has become the hallmark of doctoral-level courses in history, as well as most doctoral dissertations.

Prospective students in the M.A. program in History can obtain more information by contacting the program's Web site at www.lasalle.edu/gradhistory.

Prospective students may also contact the program's Director, Professor George B. Stow, at either stow@lasalle.edu or 215.951.1097.

INFORMATION TECHNOLOGY LEADERSHIP

There is a growing need for people with leadership skills in the area of information technology. Such people must have knowledge not only of technology but also of how to manage technology. The Master of Science in Information Technology Leadership (M.S. I.T.L.) Program provides a foundation of information technology and the leadership skills needed for mid- to high-level information technology managers. According to John Loftus, who is Principal of Safeguard Scientifics, "Multidisciplinary education and training is growing dramatically across the country, since it is generally recognized that tomorrow's complex analytical and technical problems are not to be solved by those with a narrow disciplinary perspective."

Industries studies report that it is important for both the technical and the business sides to better understand each other's job and function, especially as technical people assume project management roles. The M.S. I.T.L. Program is recommended by industry leaders and it is intended for professionals who wish to become leaders in information technology. It focuses on three main competency areas: managerial competencies, technical competencies, and technology management competencies.

The program emphasizes teamwork and interpersonal skills. To address the dynamic nature of the field and the realization that there will always be a need for some self-study, the program emphasizes collaborative learning and student involvement. The program prepares people for end user information technology services by addressing both technical challenges and management skills. The program promotes the professional development of the student in the field of Information Technology Leadership. The students culminate their program with an integrating capstone experience that requires the students to analyze, design, and evaluate a solution for an information technology management environment.

For more information, call 215.951.1222 or e-mail itleader@lasalle.edu.

NURSING

In the fast-changing world of health care, a well-educated and versatile nurse is a valued member of the health-care industry. La Salle University's Graduate Nursing Program provides coursework and field experience that prepare graduates to fill a variety of roles in the evolving health care and pharmaceutical industry—and keep on the cutting edge of the latest developments.

La Salle's School of Nursing and Health Sciences is highly respected. Faculty members don't just teach. They also practice. Many are working in the field and teaching at the same time. Faculty also know that many of their students are currently employed in health care, so they work hard to make course work applicable to real-life skills and situations.

The program offers master's tracks (M.S.N.) in Family Nurse Practitioner, Adult Nurse Practitioner, Adult Clinical Nurse Specialist with a Gerontology Clinical Nurse Specialist option, Public Health Nursing, Nursing Administration/M.B.A., Nursing Service Administration (with prior M.B.A.), and Nurse Anesthetist.

Post-master's certificates are available in all M.S.N. tracks and in Nursing Education.

Also offered are five post-baccalaureate certificate programs in School Nursing, Wound, Ostomy, and Continence (WOC) Nursing (with an online option), Clinical Pharmaceutical Development, Gerontology (interdisciplinary) and Nursing Informatics.

The Graduate Nursing Program provides personal and professional growth opportunities through faculty-student mentoring, professional organizational activity, and publishing. Students are exposed to excellent clinical experiences in a variety of settings.

Many opportunities exist to use state-of-the-art technology related to information processing, database searching, data analysis and display, and professional presentation packages.

La Salle nursing educators believe that a rigorous course of study in a student-centered supportive environment, along with strong research-based curricula, prepare graduates for evolving health care and pharmaceutical industry roles.

For more information, call 215.951.1413 or e-mail msnapn@lasalle.edu.

PROFESSIONAL COMMUNICATION

Successful professionals realize just having something important to say isn't enough. You also have to know how to say it—effectively conveying the significance of your message to an employer, co-worker, customer, or the public.

La Salle's Master of Arts degree in Professional Communication provides the theory and practical experience necessary to develop your communication know-how—understanding how to get your message across to a variety of audiences, using the right style and format at the right time, and understanding why it works.

The part-time program is designed to provide additional communication skills, research tools, and pragmatic experiences alongside course work. It's perfect for people who want to become more familiar with communication issues and practices within business and professional organizations.

It's designed to be broad in scope, but provides sufficient depth for students to explore issues or emphases that are relevant to their interests and needs. Students can tailor the program to their individual goals through course selections from the General Courses, and through the experiences they choose to pursue in the Practicum.

One of the program's strengths is its practical focus. Theory and methods are emphasized in the core courses, but students are invited throughout the

program to apply newly learned communication principles and practices to real-life situations.

The 36-credit program can be completed in as little as two years, so students who need or want a fairly rapid completion can be accommodated. Students complete the program by taking Comprehensive Examinations.

The Graduate Program also offers a 15-credit (five course) Certificate. The certificate requires two courses in skills-oriented courses and three electives chosen by the student. Those who complete the Certificate with at least a 3.0 G.P.A. are eligible to transfer into the M.A. with all previous courses counting toward the degree.

For more information, call 215.951.1155 or e-mail comm@lasalle.edu.

SPEECH-LANGUAGE PATHOLOGY

La Salle University's unique Master of Science degree in Speech-Language Pathology provides the education and clinical practicum experiences that prepare its graduates for a fulfilling career as a speech-language pathologist.

Communication disorders can affect an individual's education, employment, and sense of well-being. Speech-language pathologists serve individuals and families by identifying, diagnosing, and treating disorders of human communication and swallowing. For instance, speech-language pathologists diagnose and treat children with speech and language disorders, help stroke victims regain language, and help people who stutter improve their ability to communicate.

The master's degree is the standard credential in the field of speech-language pathology. Students who already have a bachelor's degree in speech-language pathology, audiology, speech-language-hearing science, or communication sciences and disorders can begin the master's degree at La Salle. Those students with an undergraduate degree in a related field can pursue the master's degree after completing prerequisite undergraduate courses.

Our program provides personal and professional growth opportunities. We understand the needs of the busy, working professional and offer classes in the late afternoon and early evening. Students have the opportunity to gain from diverse, excellent clinical practicum experiences in a variety of professional settings. Our faculty share their vast array of clinical experiences with students and care about each student's success.

For more information, call 215.951.1982 or e-mail amster@lasalle.edu.

THEOLOGY AND MINISTRY

Anyone can study theology, but not everyone knows how to apply it to everyday life. La Salle's Master of Arts in Theological Studies, Pastoral Ministry, and Liturgical Practice provides a solid theological education, preparing students for lay ministry in the church, as well as providing a foundation for more advanced studies. But more importantly, it strives to teach tomorrow's religious leaders how to speak credibly about faith in the contemporary world.

Roman Catholic in its orientation, the program seeks to foster a truly ecumenical spirit with a faculty and student body representing various faith traditions.

Methodologically, our programs follow the centuries-old university tradition of education that is open to the diversity of events, ideas, and the physical and social sciences and technologies that shape our world today. The core faculty is made up of skilled teachers from various fields of religious expertise who support La Salle's mission to advance knowledge and promote professional development.

The Theological track concentrates on research and the systematic study of biblical, dogmatic, and spiritual theology. The Pastoral Ministry track prepares graduates for work in the fields of religious education and youth ministry. The concentration in Pastoral Care provides the student with a solid understanding of academic theology as well as the theory and skills needed for church ministry. The liturgical studies track prepares its graduates for work in parish and diocesan ministry in the Roman Catholic Church, as well as for further study of the liturgical practices of other Christian churches.

A post-master's certificate in Pastoral Counseling (18 credits) is available for applicants who hold a master's degree in Counseling-Psychology, Social Work Counseling, or a related field.

All of the programs empower students to investigate the historical, religious, theological, and pastoral traditions, establish a dialogue with the contemporary world, and use the resulting insights and skills to respond, in faith, to the fears, struggles, aspirations, and achievements of contemporary humans.

For more information, call 215.951.1335 or e-mail religion@lasalle.edu.

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

The Doctor of Psychology Program (Psy.D.) is a professional program intended for those students who have completed a bachelor's degree in psychology or a related field and for those working professionals and others who hold a master's degree in a mental health discipline. It is a five-year, full-time program that has a partial part-time option that allows the first two levels of the program to be completed over four calendar years for a maximum time frame of seven years from entry to degree completion. The program follows the practitioner-scholar model of training clinical psychologists and, as such, an intensive integration of theory and practice is stressed throughout the entire course of study.

The program requires the completion of a two-year practicum progression and a full-year clinical internship. It also requires the completion of the Clinical Dissertation, a qualitative or quantitative research project that addresses an important original question of relevance to the practice of clinical psychology.

The program emphasizes those approaches to the practice of clinical psychology that have demonstrated empirical support and acknowledges and incorporates issues of human diversity throughout the curriculum. The program offers three areas of concentrated study for students with particular career interests: 1) Clinical-Child and Family Psychology, 2) Rehabilitation-Neuropsychology, and 3) Sport-Performance Psychology.

For more information, call 215.951.1350 or e-mail psyd@lasalle.edu.

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